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ABSTRACT

The guide contains detailed suggestions for teaching 10 books about Indians to older students who read easily and are ready to be introduced to serious literature. The books are When the Legends Die; Laughing Boy; Dancehall of the Dead; The Man Who Killed The Deer; Rolling Thunder; House Made of Dawn; Yes Is Better Than No; The Man To Send Rain Clouds; American Indian Literature, An Anthology; and Son of Old Man Hat, A Navajo Autobiography. For the first five books, the guide contains study questions, tests, and reading activities which are coded according to Bloom's taxonomy of thinking. For the second five books, the guide presents a less structured instructional method including tests, some study questions, and suggestions for learning activities and large projects. The guide is geared to reading levels 6 and up and emphasizes critical writing and thinking and literary analysis. Test answers and suggested reading activities applicable to all the books are included. (SB)

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TEACHING GUIDE for INDIAN LITERATURE VOLUME II

Reading Level 6 and Above

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TEACHING GUIDE FOR INDIAN LITERATURE

Volume II — 6th Grade Reading Level and Above

Containing:
Study Questions *Activities*
Tests
Teaching Suggestions
Taxonomic Chart
Readability Graph

Written by
Diana Campbell

Cover Illustration and Graphics by Fred Bia

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Produced by

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INTRODUCTION

In the *Teaching Guide for Indian Literature Volume I*, I introduced a nine-point reading system for use with high-interest, low-level novels about Indians and teenagers. The novels covered in that guide were geared toward reading levels one through eight and dealt extensively with literal comprehension study questions. Tests, suggested activities and various checklists were included.

Volume II departs somewhat from that format. The works covered in this volume are aimed at reading levels six and above, and are more appropriate for older students — those who read easily or fluently and those who are ready to be introduced to serious literature.

Again, it is hoped the teacher will use the materials in this guide as appropriate, depending on his or her needs and goals, and those of the students. The suggestions here reflect my experience in teaching English, reading and Indian literature. Teachers as well as students are encouraged to adapt and synthesize!

The first five novels covered in the guide include study questions, tests and reading activities which have been coded according to Bloom's Taxonomy. A *Taxonomic Chart* and *Suggested Reading Activities* are also provided.

The material for the remaining five works (two novels, two anthologies and an autobiography), is less structured. The novels are accompanied by tests and activity suggestions; the anthologies include tests and/or study questions. After reading the autobiography I recommend that students undertake one large project: make a movie, write a book, write your own autobiography . . . or . . .?

The emphasis in this volume is less on literal comprehension and more on critical writing/thinking and literary analysis. And, it is important to note that the seventh grade reading level on some novels may be deceptive (Hemingway wrote on a fourth and fifth grade level). It is recommended that when discussing complex ideas or themes, the teacher use a book on the students' mastery or easy reading level.

The works discussed in Volumes I and II represent books I have used in my classes. These reflect a natural progression of literary/reading skills, thus accounting for the rather sweeping suggestions you'll find toward the end of this guide — "Let's read a good book, talk about it, and then write our own or make a movie!"

There is a story in every person, and I believe that a good book inspires us to do more with our own lives. Hopefully, at the conclusion of each reading experience you will hear your students say, "That was a great book!"

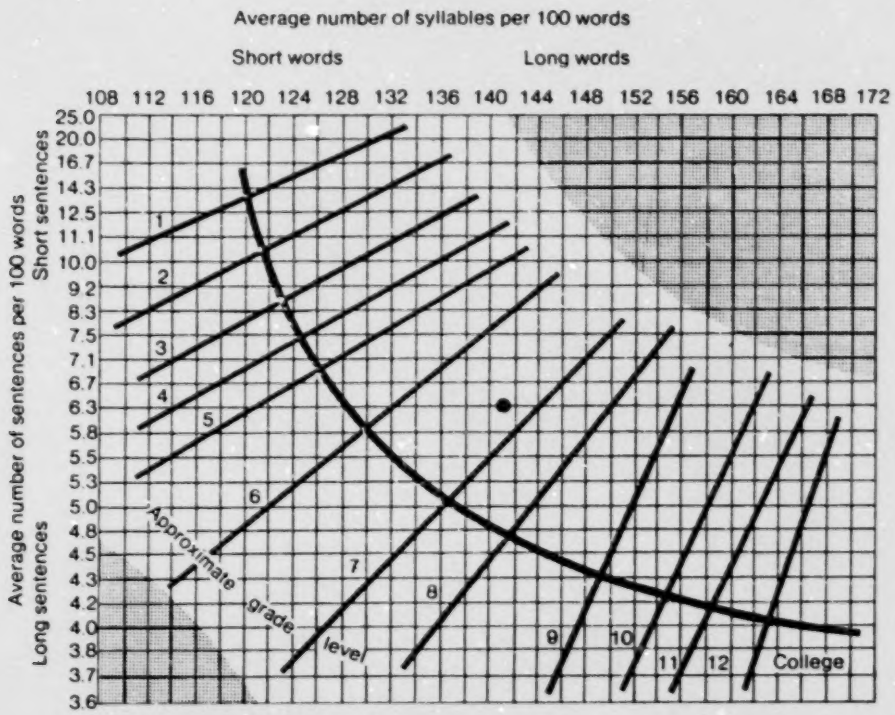
Diana Campbell

Rough Rock Demonstration School
Rough Rock, Arizona

— June 1983

FRY'S GRAPH FOR ESTIMATING READABILITY

Edward Fry Rutgers University Reading Center New Jersey



Directions

Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of words per sentence on graph to determine the grade level of the material. Choose more passages per book if great variability is observed and conclude that the book has uneven readability. Few books will fall in gray area but when they do grade level scores are invalid.

Example

	Syllables	Sentences
1st Hundred words	124	6.6
2nd Hundred words	141	5.5
3rd Hundred words	158	6.8
Average	141	6.3

Readability 7th grade (see dot plotted on graph)

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BLOOM'S TAXONOMY

Benjamin Bloom, an educator who is now involved with "mastery learning," divides thinking into six areas ranging from the simple knowledge level to the more complex evaluation level. Listed are the types of tasks associated with each level. Use these to assist your inquiry process and to adapt/develop your own activities and experiences with the students.

Simple

Complex

KNOWLEDGE — *knowing what has been learned.*					
✓	recall	locate	describe	observe	define
	identify	recognize	uncover	discover	list
	name	show			
COMPREHENSION — *understanding what has been learned.*					
X	classify	distinguish	illustrate	match	estimate
	explain	paraphrase	translate	interpret	inquire
	convert	restate			
APPLICATION — *using what has been learned.*					
□	chart	model	relate	apply	code
	change	organize	collect	construct	draw
	report	experiment	use	choose	solve
	group	paint	summarize	generalize	demonstrate
	sketch	illustrate			
ANALYSIS — *analyzing, figuring out what has been learned.*					
○	categorize	take apart	dissect	parts	analyze
	break down	separate	diagram	subdivide	classify
	compare	take away	contrast	describe	graph
	survey	question	report	diagram	generalize
	infer	outline	hypothesize		
SYNTHESIS — *creating with what has been learned.*					
★	add to	create	imagine	extend	combine
	plan	suppose	modify	predict	devise
	hypothesize	design	what if	originate	improve
	invent	act	compose	write	
EVALUATION — *judging what has been learned.*					
△	justify	debate	decide	recommend	solve
	appraise	interpret	criticize	consider	judge
	conclude	summarize	support	weigh	discriminate
	support	critique	evaluate	trial	

READING ACTIVITIES

1. Make a list of all the characters in the story and analyze each one. Find a picture that represents or symbolizes that person. Present your work in chart form. ○
2. Research a subject, item or idea from the book. ○
3. Write several journal entries that three or more of the characters might have written. ★
4. Design a book cover for the book. ★
   - Front cover — artwork, title, author, etc.
   - Front inside flap — short summary
   - Back inside flap — biography of author
   - Back cover — quotes from "reviews" of the book
5. Write an essay of at least 1000 words discussing the story's themes, plot, major characters, conflicts, setting and author's purpose. Conclude with your opinion of the book. ○
6. Conduct a panel discussion with others who have read the same book. Discuss the book's theme or subjects of interest. △
7. Make a scrapbook about some subject or the ideas you get from reading the book. ★
8. Make a pamphlet with illustrations or magazine pictures illustrating each chapter. Write a caption or explanation under each one. ★
9. Make a comic book version of the story. ★
10. Make a book of facts you learned while reading the story. □
11. Illustrate a scene from the book or draw an item of interest mentioned in the story on a piece of acetate. Project the drawing on a screen and tell the class about it. □
12. Make a game to go with the book. Include all parts needed and package in a small box or folder. ★□
13. Design one or more pages of a newspaper using parts of the story as articles and headlines. ★
14. Write a poem or song about the story, its characters or theme. ★
15. Illustrate six scenes from the story. Use a storyboard format.★
16. Rewrite the ending of the story. ★
17. Write a play version of the story or part of the story. ★
18. Make up a test for the book and supply an answer key. X
19. Write a short explanation of the conflict of the story and tell what you would have done in the main character's place. X
20. Design a poster advertising the book. ★
21. Design an album cover for the book. ★
    - Front should include title, performer and artwork.
    - Back should include song titles, liner notes and production info.
22. Make a mobile to go with the book. ★□
23. Compare and contrast the book with another book. ○
24. Make an illustrated time line for a book with a lot of historical background. X

25. Write a letter to the author. ★X
26. Make up a new character for the book. Tell what he or she is like. Rewrite one scene in the story, including the new character in it. ★
27. Write or tell what you learned from reading the book. ✓
28. Make a map showing where events in the book took place. X☐
29. Make a crossword puzzle for the book. ☐
30. Write a biography of the author. ☐
31. Make a collage of the book's theme, or of the main character's interests and personality. ★
32. Write a commercial advertising the book for radio or TV. Record it. ★
33. Do an experiment from the book or do something that was done in the book. ☐
34. Collect magazine pictures pertaining to the book. Tell about each one as you show them on the opaque projector. X☐
35. Fill out a plot chart (see *Teaching Guide for Indian Literature Volume I*, p. 14). ○
36. Fill out a character sketch chart (see *Teaching Guide for Indian Literature Volume I*, p. 13). ○
37. Write a letter to a friend recommending the book. ★X
38. Present a vivid oral or written description of an interesting character. X☐
39. Prepare a skit and select people to dramatize part of the book. ★
40. Role play a situation with you and your classmates representing characters in the story. ★△
41. "Try" the book by a jury of students. △
42. Draw some of the characters on the board and describe each one. ☐
43. Paint a cigar box to look like a book, with scenes of the story or other pertinent objects inside. ☐
44. Make a diorama. ★☐
45. Make silhouette stick figures and "act out" the story using the overhead projector or opaque projector. ☐
46. Play password with four people who have read the same book. Moderator should pass flashcards with words that have to do with the story. X☐
47. Record the book or parts of it. ☐
48. Write your own story based on part of the book. ★
49. Write or tell five things that would make the book better. △○
50. Make puppets representing the major characters and act out a scene. ☐
51. Write a book review of the novel and submit it to the school or city newspaper. ○△
52. Make models of the book's characters, animals, objects or buildings. Use clay, soap, wood or plaster. ★
53. Make dolls to represent the main characters. Use paper, wire, rags, corn husks, apple cores, etc. ★
54. On large pieces of "butcher" paper hung across one wall, paint a mural depicting important scenes from the book. ★

55. Use a map to trace the routes of the characters in the book. Figure out the number of miles you covered between towns, etc. What is the terrain like? Present your findings in a drawing or tell the information to the teacher or class. X□

56. Build a 3-dimensional scene from the story. □

57. Outline or "diagram" the story on a chart. □○

58. Write a letter from one character to another. Have the other character write back. X★

59. Point out parts in the story that show the character has changed. ○

60. Give an account of what should have been done had you been one of the characters in a similar situation. ○

61. Read from the story orally while others are pantomiming the action. □★

Book Units

WHEN THE LEGENDS DIE

Reading Level 6

(A Bantam Book by Hal Borland. J. B. Lippincott Company, East Washington Square, Philadelphia 19105. 1963. ISBN No. 0-553-11338-0.)

This is an immensely popular book because of its modern setting and young protagonist. Students' interest and experience with the boarding school setting and rodeo make this book especially interesting; moreover, the conflicting expectations of two cultures is something most Indian students have in common.

Thomas Black Bull, a young Ute Indian, spends his early years living in the "old way" on Colorado's Horse Mountain. This idyllic life is interrupted by the deaths of his parents. He is tricked into going away to boarding school by Blue Elk, an elder member of his tribe who is described as being willing to "sell his own grandmother."

Tom is not happy with boarding school life and the "new ways." One day, in a nearby town, he is "discovered" riding a wild horse and con man Red Dillon talks him into the rodeo circuit, bilking spectators with fixed rides. From there on, Tom has to deal with conflicts — his love of riding *vs.* Red's con game and living in two worlds — the old ways and the new ways. At this point, most students are eager to discuss values and Tom's coming of age.

This book can be supplemented with several materials (films, filmstrips, short articles, etc.) on Utes, the West, rodeo or any of several other themes. The novel was made into a movie of which a sound filmstrip version is available. *Scholastic Scope* magazine has also printed a simplified play version of *When the Legends Die,* which has proven a valuable tool to involve students in the story.

Questions

I: BESSIE

Chapter One

1. Why did the man go to Horse Mountain?
2. What does the woman say to her son?
3. What is the woman's name?
4. Who is Blue Elk?
5. What did Bessie's husband do?
6. After the men leave, what does Bessie prepare to do?

Chapter Two

1. What does Bessie think about from the past?
2. Who was Charley Huckleberry?
3. Why did Blue Elk say they were in trouble?
4. Who else was there?
5. What is Bessie's husband's name?
6. How could they earn $2.00 a day?

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Chapter Three
1. What did Blue Elk insist that they do?
2. What did they name their son?
3. How long did it take George to save money?
4. Why did George want to kill Frank No Deer?

Chapter Four
1. What did Bessie do before leaving with Thomas?
2. How far did they go the first night?
3. What did they do where they camped?
4. How far did they go the next day?
5. Why didn't Bessie go to the place where the black-stem ferns grow for two days?
6. Why did George wait still two more days before going for them?
7. Where do they finally end up?

Chapter Five
1. What did they do with the deer?
2. What did George make?
3. What did Bessie teach George? Was it effective?
4. What kind of house did they build?

Chapter Six
1. How many years have gone by?
2. What happened to George?
3. What did they do with his body?

Chapter Seven
1. What has Thomas learned to do?
2. What name does he give himself?
3. Why did he choose this name?
4. Why did they go to Pagosa?
5. What did Bessie get for her two baskets?
6. What "news" does Jim Thatcher have for her?

Chapter Eight
1. Why does Bessie leave Thomas behind the second time she goes to Pagosa?
2. What does she get in trade?
3. Why does Blue Elk want the cost of two horses from her?
4. What does Blue Elk take from her?

Chapter Nine
1. What did Bessie learn from the two women gathering wood?
2. What did she trade for this time?
3. What does Jim Thatcher tell her about Blue Elk?
4. Why did Bessie want to go with Thomas to hunt?
5. What did Thomas do to help Bessie while she was dying?
6. Where did he bury her?

Chapter Ten

1. Why didn't the she-bear want him to come near?
2. What new friends did he make?
3. What was the man with the burro doing?
4. What were the three shots about?
5. What did Thomas take home with him?

Chapter Eleven

1. What caused all the commotion outside Thatcher's store?
2. Why didn't Thatcher want to trade a blanket for three baskets?
3. What did Blue Elk find out?
4. What did the preacher want?

Chapter Twelve

1. How did Blue Elk find Thomas' lodge?
2. Under what conditions did Thomas allow Blue Elk to come to his home?
3. What things did Blue Elk see in Thomas' lodge?
4. What did they sing?
5. What things did Thomas tell Blue Elk?
6. Why does Blue Elk tell Thomas they must go to Ignacio?
7. What is the real reason?
8. What is another way Blue Elk thinks he might earn money?
9. What does Thomas decide to do?

II: THE SCHOOL

Chapter Thirteen

1. Why did Blue Elk go around Piedra Town?
2. What did Thomas see while waiting for Blue Elk to talk to the agent?
3. What happended to the bear?
4. Who is Benny Grayback?
5. What does the agent say Thomas will have to do?
6. Since the agent would not pay him, what does Blue Elk plan to do?

Chapter Fourteen

1. What does Luther Spotted Dog try to do?
2. What troubles does Thomas have his first day?
3. What responsibilities was Luther given?
4. Who is Rowena Ellis?
5. How does she try to make Thomas feel more comfortable?
6. Why is Thomas locked up?
7. What do Benny and the agent discuss?

Chapter Fifteen

1. What does the agent want Blue Elk to do?
2. How do they spend that night?
3. Why does Blue Elk chain the bear to a tree each night?
4. Why does Thomas attack Blue Elk?
5. Why does Thomas finally agree to send the bear home?
6. What does the agent promise Blue Elk?

Chapter Sixteen

1. How has Thomas adjusted to school after his return from Horse Mountain?
2. How did Thomas surprise Dolly Beaverfoot?
3. Why did Thomas get into a fight with Luther and the others?
4. What did Thomas do after getting whipped by Neil Swanson?
5. Who came to plead with Thomas in his locked room?

Chapter Seventeen

1. Where does he go?
2. What happened to his lodge?
3. What else is different?

Chapter Eighteen

1. Who does he meet at the foot of Horse Mountain?
2. What does he do differently upon his return to the school?
3. What traditionally happens in late March?
4. Who came to see Thomas?
5. What did he do?
6. What made people afraid of Thomas?

Chapter Nineteen

1. What did the agent want Thomas to learn?
2. What did Thomas think of plowing?
3. What was his punishment for being a poor "plowboy?"
4. What else did he try?
5. Which job did he like?
6. Why does Benny get angry?
7. What is the last job they try him on?

Chapter Twenty

1. Who is Albert Left Hand?
2. What is Thomas' job with him?
3. What kind of person is his new boss?
4. What are Thomas' duties?
5. Why are they going to go to Bayfield?

Chapter Twenty-One

1. Where did Albert and Thomas go?
2. What did he see in the saddlery shop window?
3. What idea did it give him?
4. How did Thomas earn a quarter?
5. What did he have to do for a dollar?
6. Who is Red Dillon?
7. What did he offer Thomas?

III: THE ARENA

Chapter Twenty-Two
1. Did Red have any trouble getting a permit for Thomas? Why or why not?
2. Who is Meo?
3. Describe Red's place.
4. What plans does Red have for "Tom?"
5. What does Tom learn to do?
6. Why did Tom attack Red?
7. What two lessons did Red want to teach Tom?
8. What does Red want him to do in Aztec?

Chapter Twenty-Three
1. Describe the "con" Red and Tom pull off.
2. What happened to the bay?

Chapter Twenty-Four
1. What did they do after Aztec?
2. How does Tom feel about his "victory?"
3. What is Meo's reaction to Tom's story?

Chapter Twenty-Five
1. What did Tom help Meo do?
2. What reason does Tom give Meo for coming with Red?
3. What is Meo's opinion of this?
4. What are Red's plans for Tom for the next week?

Chapter Twenty-Six
1. Where did they go?
2. What "pattern" was established in that town?
3. How many times did they pull it off?
4. What happened in Carrizozo?
5. What did they do in Felice?

Chapter Twenty-Seven
1. What is Tom's life like now?
2. Why did Red decide to go to Oklahoma?
3. How did Tom break his leg?
4. What was Red's reaction?
5. What was Red's surprise?
6. How long was it until Tom was ready to ride again?

Chapter Twenty-Eight
1. Why have people become suspicious of Tom and Red?
2. Why isn't Tom riding like he used to?
3. What is Tom thinking as he watches the horses?

Chapter Twenty-Nine
1. Why did Red go for Tom?
2. Why did Tom give the horse such a vicious ride?
3. What did Tom do with the money he took from Red?
4. How does Tom's new appearance change things?

Chapter Thirty
1. What warning does the rodeo judge give him?
2. What did he do with Red's truck?
3. What did he have to do to get Red?
4. What does Red learn when he comes to?
5. Who was Doc Barlow?
6. What does Tom say he's going to do now?

Chapter Thirty-One
1. Why is Red angry at Tom?
2. What's wrong with Red? Why did he die?
3. Describe Red's "funeral."
4. Where does Tom plan to go?

Chapter Thirty-Two
1. What was Tom's first day back on the rodeo circuit like?
2. Why was Fort Worth the turning point for him?
3. What did Tom do at Meo's?
4. What happened when Tom "played to the crowd?"
5. How did he get hurt?

Chapter Thirty-Three
1. What did Meo know?
2. What did Tom do at Red's cabin?
3. How did he occupy his time?
4. What did he think about?
5. What did he do before he left? Why?

Chapter Thirty-Four
1. What town does he go to next?
2. How did he get the name "Killer Tom Black?"
3. What were some of the accidents he had?
4. How has Tom changed?

Chapter Thirty-Five
1. What did people think of Tom?
2. How did Tom also get to be known as "Devil Tom?"
3. How many horses has Tom killed?
4. What pattern does his life take on?

Chapter Thirty-Six
1. What city is Tom in?
2. What do the papers say about him?

Chapter Thirty-Seven
1. What happened to Tom on Skyrocket?

Chapter Thirty-Eight
1. Who is Mary Redmond?
2. What were the extent of Tom's injuries?

Chapter Thirty-Nine
1. How does Nurse Redmond treat him?
2. What does he realize about his accident?
3. Who does Redmond compare him to?
4. What does he tell the doctor?

Chapter Forty
1. What does Tom learn to do?
2. What did he do on Mary's day off?
3. What does the doctor tell him?

Chapter Forty-One
1. What does Mary want him to do?
2. Why does Tom decide not to go with Mary to Nyack?
3. Where does Tom plan to go?

IV: THE MOUNTAIN

Chapter Forty-Two
1. Where did Tom get off the bus?
2. Where is his first stop?
3. Who did he see whom he once knew?
4. How is he dressed?
5. What kind of clothes does he buy?
6. What job does he accept?

Chapter Forty-Three
1. Who is Tom's new boss?
2. What is his new home like?
3. Describe his first day on the job.

Chapter Forty-Four
1. Who is Charly?
2. What is his dream?
3. How does Tom spend his time the next few months?
4. What discovery did Woodward make?

Chapter Forty-Five
1. What is Tom planning to do?
2. What did Tom do that he felt was foolish?
3. What did he do before he went to sleep?
4. What does he realize about himself?

Chapter Forty-Six
1. What does Tom do with Woodward?
2. What was the talk about bears?
3. What does Tom do the next morning?

Chapter Forty-Seven

1. Why did he go back to Horse Mountain?
2. Why did he want to kill the bear?
3. How many days has he been gone?
4. What did he eat?
5. Where did he find the bear?

Chapter Forty-Eight

1. How did Tom spend the day?
2. What happened shortly after 1:00 a.m.?
3. Why was he unable to shoot the bear?
4. Where did he go the next day?
5. What kind of dreams did he have?

Chapter Forty-Nine

1. Where did he build his lodge?
2. What things did he make?
3. What were some of the "whys" he searched for?
4. What has Tom found?

Test

I. *Matching*

____	1. Bessie	(a)	an old trickster who "would sell his own grandmother"
____	2. Blue Elk	(b)	taught Tom a con-game
____	3. George	(c)	showed Tom how to herd sheep
____	4. Frank No Deer	(d)	Tom works for him for a short time while recuperating
____	5. Thomas Black Bull	(e)	the city where the Black Bulls traded
____	6. Jim Thatcher	(f)	works with the agent at the boarding school
____	7. Pagosa	(g)	Killer Tom's real name
____	8. Ute	(h)	Tom's father
____	9. Benny Grayback	(i)	Tom's mother
____	10. Horse Mountain	(j)	Tom's tribe
____	11. Albert Left Hand	(k)	the trader in Pagosa
____	12. Red Dillon	(l)	a nurse who helps Tom after his worst accident
____	13. Meo	(m)	he stole George's savings
____	14. Mary Redmond	(n)	where Tom spent his most enjoyable times
____	15. Woodward	(o)	Tom's brother
____	16. the bear	(p)	he cooked for Red

II. *Multiple Choice*

____ 1. Blue Elk would (a) do anything for Thomas, (b) probably "sell his own grandmother," (c) do what he felt was morally right.

____ 2. When Bessie learns that her husband is no longer a wanted man, (a) it is too late, (b) she can't find George to tell him the good news, (c) they move back to town.

____ 3. Tom got his bear when (a) he took the cub away from its mother, (b) the mother was killed, (c) his mother said it was good for him to have one.

____ 4. Luther Spotted Dog (a) is the agent, (b) herds sheep with Tom, (c) gets kicked out of his room.

____ 5. Thomas' lodge was burned by (a) Blue Elk, (b) hunters, (c) Benny Grayback.

____ 6. Thomas first meets Red (a) breaking horses at school, (b) riding a wild horse in Bayfield on a bet, (c) at a rodeo.

____ 7. Together Tom and Red "con" people by (a) "throwing" rides when the bettors have been set up, (b) winning every time, (c) losing every time.

____ 8. Tom takes Red's money and (a) buys a horse, (b) leaves for Montana, (c) buys new clothes and a car.

____ 9. Red died from (a) over-drinking, (b) a horse accident, (c) a car wreck.

____ 10. How did Tom get his nickname? (a) by killing three men, (b) riding horses to death, (c) people said he killed his parents.

III. *Short Essay*

1. What did Tom learn from his mother?
2. How did Tom like school?
3. How did Tom like Red's con-game? Why did he go along with it?
4. What turned him into "Devil Tom"?
5. Why did Tom go back to Horse Mountain?
6. What did Tom have to settle with his bear?
7. What changes took place in Tom on Horse Mountain?

Activities

1. Make a map of all the towns in which Tom performed. ★
2. Write an essay entitled "Living in Two Worlds" in which you either write about Tom or yourself or compare the two. ○
3. Describe some of the things Tom did the old way. Make something as he and his mother did, or design a poster showing how. □
4. Compare and contrast life in the old way and life at school. ○
5. What motivated Blue Elk? Write an essay evaluating the old man's actions. △
6. Hold a mock trial for Blue Elk or George or hold a panel discussion. △
7. Make a model of Tom's lodge. ★□
8. Make a rodeo scrapbook. ★
9. Keep a journal from the point of view of one of the characters in the novel. ★
10. Evaluate Tom's motives for going along with Red. △
11. Describe Tom as one or more of the following would view him: Meo, Red, Benny, Nurse, Thatcher, Bessie, Blue Elk. Write a dialogue between the two that might have taken place. ★
12. Make a basket or write an illustrated report on basketweaving. □
13. Defend or condemn Tom's treatment of horses. △
14. Write about Tom's relationship with his bear. ○X
15. Research topics:✓□
    - (a) Utes
    - (b) rodeo
    - (c) basketweaving
    - (d) boarding school life
    - (e) the Indian agent
    - (f) herding sheep
    - (g) breaking horses
    - (h) avalanches
    - (i) bears
    - (j) nursing
16. Write a paper discussing the symbols used in *When the Legends Die.*△○
17. Use the *Scope* play version (or write your own play version of key scenes) and act out the play for your class or on video tape. ★

LAUGHING BOY

Reading Level 7

(Pulitzer-Prize winning novel by Oliver La Farge. A Signet Classic, New American Library, Inc., 1301 Avenue of the Americas, New York, NY 10019. Hardcover: Houghton Mifflin Company, 2 Park Street, Boston, MA 02107. 1929. ISBN No. 0-451-51227-8.)

Laughing Boy is a classic romantic western that remains a favorite with students. I have found the novel to be an excellent discussion and research starter. Students talk easily about the characters and situations, making this book a difficult one to ignore.

The novel has been the object of some controversy, as many of today's teachers question its cultural accuracy. Most experts, however, attest to the book's authenticity and realistic portrayal of Navajo lifestyles at the time. One teacher found it to be one of the most successful books he ever used to "turn on" his reluctant second-language readers. He and his students checked on fact after fact and as a result compiled a list of hundreds of Navajo taboos.

The story concerns a young Navajo, Laughing Boy, who falls in love with Slim Girl, a young lady who is not well regarded by his family. Slim Girl has spent most of her youth in the "white man's world" and has lost much of her own culture.

Against the advice of his family, Laughing Boy leaves his home to live with Slim Girl in her home in a nearby border town. There, in an alien culture, doing things differently than he was taught, Laughing Boy achieves a peaceful life with Slim Girl, waiting for the day they have earned enough money to go home to the north country. As the novel nears its tragic conclusion, most students find themselves totally involved in the characters' lives and unable to put the book down.

Questions

Foreword and Introductory Note

1. What does the author say about writing this book and how times have changed?

Chapter One

1. Where is the man in the red headband going?
2. What is his name?
3. What signs of wealth did some of the people show that he met on his way to the dance?
4. Describe Laughing Boy's mare.
5. Describe the girl who made an impression on Laughing Boy.
6. What did they do together?
7. How did the girl insult him?
8. How did the evening end?

Chapter Two

1. What is the big event the next morning?
2. What is the girl's name with "hard goods?"
3. Why does Laughing Boy dislike Red Man?
4. What are they betting on?
5. What did Laughing Boy win?
6. What is the conversation about the next morning?
7. Why does Laughing Boy go to see the two Americans?
8. Where is the tourist going?
9. How much does Laughing Boy sell his belt for?
10. Why did they feel sick?

Chapter Three

1. What does he think about while he's singing the second night?
2. Where is the dance the third night?
3. Why did Laughing Boy follow the narrow path?
4. Who comes for water?
5. What "condition" does Laughing Boy experience while talking to Slim Girl?
6. Why was the last night of the dance a failure for Laughing Boy?
7. Where does he go?
8. What is he doing when Slim Girl sits down beside him?
9. Why does Laughing Boy say he will speak to his uncle?
10. How does Slim Girl confuse his thoughts?
11. Where does Laughing Boy go to look for his uncle?
12. What does he plan to say to him?
13. Why does his uncle say Slim Girl is "bad?"
14. What is Laughing Boy's reaction to his uncle's words?
15. Why did Slim Girl come?
16. What are their plans?

Chapter Four

1. What other horses are racing?
2. Why is Laughing Boy going to miss the chicken pull?
3. What was all the shooting about?
4. What was the reaction of the crowd?
5. What was the first race?
6. Why did Laughing Boy thank his uncle?
7. Describe the chicken pull.
8. What will Laughing Boy get if he wins the race?
9. Who wins?

Chapter Five

1. Why does Slim Girl feel Laughing Boy is the man for her?
2. How is Slim Girl unlike most Navajo women?
3. What is Slim Girl's "school" name?
4. What are her last thoughts and last words before falling asleep?
5. Who does she eat with?

Chapter Six

1. How did Laughing Boy do at gambling?
2. How does Slim Girl convince Laughing Boy to go away with her?
3. What does Red Man tell Laughing Boy's uncle?
4. Why didn't Wounded Face go after Laughing Boy?
5. Why did Laughing Boy take off suddenly on Slim Girl's pinto?
6. When did Slim Girl realize she loved Laughing Boy?
7. Why does Slim Girl tell herself to "wait?"
8. Describe Los Palos.
9. How is Slim Girl's house different from the hogan Laughing Boy expected?
10. What troubles Laughing Boy most about Slim Girl's behavior?
11. How did Slim Girl learn English?
12. What is Slim Girl's true name?
13. What is Laughing Boy's true name?
14. Why do they have a four-day wait?

Chapter Seven

1. What did Slim Girl do while Laughing Boy took the horses to pasture?
2. Who is Yellow Singer?
3. Who is the man she sees at the Post Office?
4. What kind of relationship do they appear to have?
5. What "lie" does Slim Girl tell Laughing Boy?
6. Why does she do this?
7. Describe the wedding ceremony.
8. What were their thoughts during the ceremony?
9. What did they "feast" on?
10. What does Slim Girl do that confuses him?
11. What thoughts does Laughing Boy have about Slim Girl?
12. What does he dream about?

Chapter Eight

1. What does Slim Girl want to do on this day?
2. What does Laughing Boy say they must do first?
3. What is their plan for the future?
4. What did he teach her?
5. What is the story he tells her?
6. How did he get his name?
7. What does Slim Girl give to Laughing Boy?
8. What is her reason for doing this?

Chapter Nine

1. What does Laughing Boy tell her about corn?
2. What happens with his silverwork?
3. How is Slim Girl's weaving?
4. What does Laughing Boy do that he is not supposed to do?
5. What did Slim Girl think was wrong with her rugs?
6. What did Laughing Boy do?
7. What does Slim Girl think to herself?
8. What were Laughing Boy's thoughts?
9. How did they end every day?

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Chapter Ten

1. What did Laughing Boy do on his trips alone?
2. What are their plans?
3. What does he do by himself?
4. What happened?
5. What does Slim Girl do when she gets home?
6. Who did Laughing Boy race with?
7. What news do they tell him about?
8. Why is Laughing Boy glad?
9. What is Slim Girl's reason for not wanting to go to the Night Chant?
10. Why does this not upset Laughing Boy?

Chapter Eleven

1. What did Laughing Boy do that was disturbing to Slim Girl?
2. Why doesn't Slim Girl offer the visitor a drink?
3. What is going to happen at the "full of Little Snow Moon?"
4. Why is Slim Girl afraid to go with Laughing Boy?
5. How does Slim Girl adjust to horseback riding?
6. What are her thoughts as she rides?
7. What does she learn about her husband?
8. What praise does she receive?
9. What does Laughing Boy tell Slim Girl about their new world?
10. What does he want with dinner?
11. Describe the view of the North Country Laughing Boy shows Slim Girl.
12. Where is Laughing Boy's home?
13. What is Slim Girl's impression of his home from her first glimpse?

Chapter Twelve

1. How did Laughing Boy's family react to Slim Girl?
2. How does Laughing Boy feel to be back home?
3. Is it different than he had imagined?
4. What puzzled his family?
5. What did he try to explain to Jesting Squaw's son?
6. What are Slim Girl's thoughts as she watches the dancers?
7. What does she miss about her childhood?
8. How do Laughing Boy's sisters treat her?
9. How long has it been since she's seen Laughing Boy?
10. Why does Laughing Boy tell her to go away?
11. What is her reaction to this?
12. What was the meeting about?
13. Why did Slim Girl walk off?
14. What do the relatives have to say about the marriage?
15. What is said about Yellow Singer?
16. What does Laughing Boy's grandfather ask him?
17. What does Laughing Boy say about their life together?
18. What are Slim Girl's feelings about herself as she goes to sleep?

Chapter Thirteen

1. Who did they leave with?
2. How does Laughing Boy trick Narrow Nose?

Chapter Fourteen

1. How does the cold weather affect them?
2. Why didn't they stop at the first hogan?
3. Where do they spend the night?
4. Why do they stay the next day?
5. What bothers him?
6. What does his hosts' storytelling make him think of?
7. What is their mood on the way home?
8. How does he feel to be home?

Chapter Fifteen

1. How has Slim Girl changed?
2. How does Laughing Boy get Red Man to stop his innuendos?
3. How do George and Slim Girl communicate with each other?
4. How do they think of each other?
5. What gives Slim Girl a feeling of power?
6. How has her weaving improved?
7. In what way is their life "perfect?"

Chapter Sixteen

1. What strains were there between them?
2. Why does Slim Girl hesitate about moving to the North with Laughing Boy?
3. Why does Laughing Boy want a singer?
4. What does Yellow Singer know?
5. What cure did he give Laughing Boy?
6. What conflicting thoughts does he have about his life with Slim Girl while under the influence of the red "medicine?"
7. The next day, what does he decide about Yellow Singer and his "medicine?"
8. What does he refuse to take from Slim Girl?
9. Why is the air "empty" in their home?
10. What does Laughing Boy think while doing his silver work?
11. What does Slim Girl think while weaving?
12. How do they compare themselves to their work?

Chapter Seventeen

1. Why does Laughing Boy no longer like his name?
2. Who comes to visit?
3. Why is he unhappy?
4. How does Laughing Boy make him feel better?
5. What news does he give Laughing Boy of home?
6. How do they "entertain" Jesting Squaw's Son?
7. What observations does he make about them before he leaves?

Chapter Eighteen

1. What happened at the beginning of Little Snow Moon?
2. How did he find Slim Girl and the American?
3. What did he do to the American?
4. What did he do with the fourth arrow?
5. What did he do to George?
6. What decision does Laughing Boy have to make?
7. What does he do to help himself?

Chapter Nineteen

1. What does he do for Slim Girl?
2. What does Slim Girl tell him?
3. What new knowledge does Laughing Boy have of Slim Girl?
4. What does he plan to do?

Chapter Twenty

1. What do they talk about?
2. What did they pack to take with them?
3. What plans does Laughing Boy make as they travel?
4. Who is watching them?
5. Why does he feel anger towards them?
6. What did he do?
7. What does Slim Girl make her husband promise?
8. How does Laughing Boy sum up their life together?
9. How does he bury her? What with?
10. What happens to her pony?

Chapter Twenty-One

1. What does Laughing Boy do for four days?
2. What does he think about his future?
3. What are some of his thoughts as he prays?
4. How does he feel at the end of the four days?
5. Where does he go?
6. Describe the ceremony.
7. What effect does it have on him?
8. What lies ahead for Laughing Boy?

Test

I. *Matching*

____	1. Laughing Boy	(a)	Laughing Boy's uncle; he says Slim Girl is bad
____	2. Slim Girl	(b)	a medicine man who performs the marriage ceremony
____	3. Red Man	(c)	Laughing Boy bets with him
____	4. Wounded Face	(d)	she was wearing a lot of jewelry
____	5. Los Palos	(e)	a good friend of Laughing Boy
____	6. Yellow Singer	(f)	where Laughing Boy goes to live with Slim Girl
____	7. George	(g)	he sells his belt
____	8. Jesting Squaw's Son	(h)	a white man Slim Girl is seeing

II. *True/False*

____ 9. Slim Girl was wearing lots of jewelry when Laughing Boy first saw her.
____ 10. Red Man and Laughing Boy are good friends.
____ 11. Slim Girl is well-liked by Laughing Boy's family.
____ 12. Slim Girl lives in a hogan.
____ 13. Yellow Singer is a medicine man who performs their wedding.
____ 14. Slim Girl becomes a good weaver.
____ 15. Laughing Boy knew that Slim Girl had been seeing George for some time.

III. *Multiple Choice*

____ 16. Laughing Boy sold his (a) horse, (b) belt, (c) saddle.
____ 17. Laughing Boy's competition for Slim Girl was (a) Red Man, (b) Wounded Face, (c) Jesting Squaw's Son.
____ 18. Slim Girl gives Laughing Boy his first (a) horse, (b) child, (c) drink.
____ 19. The two of them move to (a) Madera Verde, (b) Los Palos, (c) the North.
____ 20. Laughing Boy spends much time (a) working at the Post Office, (b) breaking horses, (c) silversmithing.
____ 21. Laughing Boy wants to (a) move back home to the north country, (b) stay in Los Palos, (c) move to a new place.
____ 22. Slim Girl was killed by (a) Laughing Boy, (b) Jesting Squaw's Son, (c) Red Man.

IV. *Short Essay*

23. Do you think Laughing Boy and Slim Girl had a good marriage? Why or why not?
24. Was Slim Girl justified in continuing her affair with George after she was married? Why or why not?
25. Was Yellow Singer a good medicine man? Why or why not?
26. Should Laughing Boy have wounded Slim Girl? Why or why not?

Activities

1. Research the author's life. ✓X
2. Write a critique of the novel proving/explaining whether or not the book is culturally accurate. △
3. Draw a picture of Slim Girl as she was the night Laughing Boy first saw her. ★
4. Design some jewelry that Laughing Boy might make. ★
5. Design some rugs for Slim Girl to weave. ★
6. Make a list of six to 12 things that caught your interest. Explain them thoroughly. X○
7. Write an essay in which you analyze Slim Girl's motivation in involving herself with George, and her reluctance to go home to the north country with Laughing Boy. △
8. Explain how boarding school and living away from home made Slim Girl different. ○
9. Describe Laughing Boy and Slim Girl as completely as possible (looks, personality, background, values, goals, attitudes, etc.). ✓
10. Give reasons why Laughing Boy's relatives didn't like Slim Girl. X
11. Describe Laughing Boy's and Slim Girl's home. ✓
12. Make a chart showing traditional Navajo behavior compared with the Anglo way, using things that the characters did or said. □
13. Find evidence in the story to prove that Slim Girl loved Laughing Boy. ○□
14. Rewrite the ending. ★
15. Suggest several different endings. ★

DANCEHALL OF THE DEAD

Reading Level 7–8

(An Edgar Award-Winning mystery novel by Tony Hillerman. Avon Books, The Hearst Corporation, 959 Eighth Avenue, New York, NY 10019. 1973. ISBN No. 0-380-00217-5.)

A Zuni boy is savagely murdered; his young Navajo friend is missing. Lt. Joe Leaphorn, Navajo policeman, is called in to search for the boy and at first, it is unsure whether he is the killer or a witness.

Even though the novel unfolds as most mysteries do — a procession of suspects, characters, clues — there is the suggestion that this is more than an ordinary murder mystery. Young Ernesto was to have been the Fire God in the Zuni Shalako ceremony and just before his murder, he is worried that he may be punished for breaking a taboo in telling his friend George too much of the ceremony. Lt. Leaphorn sees someone with the head of a Salamobia lurking near a house he is watching.

For a first-time Tony Hillerman reader in the Joe Leaphorn series, the experience is incredibly new, interesting and suspenseful. In this blend of the new and the traditional, Hillerman tells a believable story. His main character, Leaphorn, has a logical detective's mind but is also knowledgeable and respectful of the Indian cultures of which he is part.

The sequence of events is easy for students to follow as they perceive the mounting evidence and become aware of the mystery unraveling in Leaphorn's mind. Simultaneously, the Shalako ceremony and much of the Zuni culture come alive for them.

Ideally, this book should be completed in November and followed by a field trip to the Shalako house-blessing ceremony in Zuni, New Mexico. (This is usually held on the last weekend in November or the first weekend in December.) All are welcome at the ceremony. My students have been eager to track down the seven houses they have learned about in the novel.

For those who get "hooked," there are four other novels in this series.

Questions

Chapter One — Sunday November 30, 5:18 p.m.

1. Who is Shulawitsi?
2. What is the first thing he does?
3. How long is it until Shalako?
4. Who do the Salamobia do?
5. Why is the Shulawitsi running?
6. What announcement do the Koyemshi make?
7. Why is the boy upset with his friend George Bowlegs?
8. What tribe is the boy who is to be Fire God? What is his clan?
9. What tribe does George belong to?
10. Why is the boy mad at George?
11. Why is he trying not to be mad?
12. Who is Ted Isaacs?
13. What are some reasons his friend thinks George is "crazy?"
14. Who stepped from behind a boulder? Describe him.
15. Why does the Fire God know it is not the true, real mask of the Mole Salamobia?
16. Who sees the Mole Salamobia?
17. What does he have in his hand?
18. What are you supposed to figure out that happens next?

Chapter Two — Monday December 1, 12:20 p.m.

1. What is Joe Leaphorn's rank?
2. Who is Chief of Police?
3. Who else is discussing the case besides Joe Leaphorn?
4. He received a radio message from Shiprock. What did it say?
5. How does Joe feel about going to Zuni?
6. Joe thinks George might be Shorty Bowlegs' son. Describe Shorty's background.
7. What is supposed to be funny about the radioman's joke about being initiated into the Bow Society?
8. Joe Leaphorn is in Ramah because he is working on another case. Briefly describe that case.
9. What fact will determine how that case will be tried?
10. Joe's thoughts wander while Pasquaanti is filling them in on the George Bowlegs case. What are some things he thinks about?
11. What is the missing Zuni boy's name?
12. What age and grade were George and Ernesto?
13. Why had Ernesto been running that day?
14. What was left at the "scene of the crime?"
15. Describe the Fire God. What is the Zuni name for him?
16. What kind of tracks were found near the blood?

Chapter Three — Monday December 1, 3:50 p.m.

1. What happens to Joe Leaphorn on the way back from Shorty's place?
2. Why doesn't Joe get much information out of Shorty?
3. Who appears to help with the flat tire?
4. What are some reasons Joe thinks George has run away?
5. The boy says George ran away for another reason. What is that reason?
6. What are the three meanings of the word Kachina?
7. What does Cecil say happened to Ernesto?
8. What does Cecil think George and Ernesto did wrong?
9. If George knew that Ernesto was dead that morning, what would that mean?
10. How does Joe find out when George first learned of Ernesto's murder?
11. How does Cecil feel about being tricked into giving this information?
12. What does Cecil say happened to George after school the day of Ernesto's "disappearance?"
13. What are some "crazy" things George has done?
14. Where did George and Ernesto frequently hang around?
15. What did Ernesto steal?
16. Who else did George visit?

Chapter Four — Monday December 1, 4:18 p.m.

1. What is Ted Isaacs doing?
2. What hunters or early people does Ted believe once lived in this area and made arrowheads?
3. Who arrived in the truck?
4. Why has he come?
5. When was the last time Ted saw the two boys?
6. Who had been angry with them that day? Why?
7. According to Ted Isaacs, did the boys steal anything?
8. Why does Joe Leaphorn know about the Folsom culture?
9. What book did Chester Reynolds write?
10. How does the area where Isaacs is working fit into Reynolds' theories?
11. Describe the life of early Folsom hunters.
12. Describe the lance points they made. What technique did they use to make them?
13. What is the mystery that has always surrounded the history of Folsom men?

14. What happened to Reynolds at an anthropologists' convention?
15. What is Reynolds' theory?
16. What did Isaacs show Leaphorn in his camper?
17. What is the significance of the arrowhead not being finished?
18. Why is it significant that silicified bamboo is not found in the area Isaacs is working in?
19. According to Isaacs, why did Folsom man change his lance point?
20. Why did Folsom man continue to make beautiful and symmetrical lance points?
21. Why does this remind Joe Leaphorn of his grandfather?
22. Ted says the two boys also hung out at . . .
23. Why does Ted Isaacs consider George Bowlegs a funny kid? What other information does he have about George?
24. Who drives up?
25. Describe him.
26. What does Reynolds want done exactly right?
27. Which one of the boys did Reynolds chase off? Why?
28. They check the truck. Is anything missing?
29. Joe asks if any arrowheads are missing. What is Reynold's reaction?
30. Who told Joe that George and Ernesto had taken some artifacts?

Chapter Five — Monday December 1, 8:37 p.m.

1. What is the name of the commune Joe Leaphorn is watching?
2. Where is Joe sitting in relation to the buildings?
3. Why is he sitting there?
4. What does Joe Leaphorn observe through his binoculars?
5. Who used to live in this hogan? When and why did he move out?
6. From whom does Joe learn this information?
7. How many "hippies" lived in the house at one time? How many live there now?
8. Another person died in that house. Who was it? What happened?
9. According to Young Husband, what were the good things about the people in the commune? What were the bad or negative things?
10. What is the story behind the name "Jason's Fleece?"
11. Joe Leaphorn is looking at a denim jacket through binoculars. He decides it is not George's. Why?
12. Joe sees a figure standing outside the hogan in the moonlight. At first he sees only the legs. Describe what he sees after that.
13. How does it make him feel?
14. At this point, do you have a suspect and a motive in mind? Explain your theory.

Chapter Six — Monday December 1, 9:11 p.m.

1. Describe the following people: Susanne, Halsey and Otis.
2. What does Susanne tell Joe Leaphorn that she thinks George is doing?
3. Does Leaphorn think she's telling the truth?
4. What did George want to take when he came to "Jason's Fleece" to see Susanne?
5. Why wouldn't Halsey give him food?
6. What did George say to Susanne? What was he afraid of?
7. What was George wearing when he left Susanne's?
8. What did he say just before he left?
9. Leaphorn is sitting in his truck near the Ramah-Ojo Caliente road. How long has it been since he was first put on the George Bowlegs case?
10. What facts does Leaphorn have to go on so far?
11. What three messages does the Window Rock dispatcher have for him?
12. What is the news about Ernesto Cata?

Chapter Seven — Tuesday December 2, 7:22 a.m.

1. Where was Ernesto's body buried?
2. How does Joe Leaphorn compare Zuni living habits to Navajo?
3. Who is uncovering the body?
4. Where was the bicycle found?
5. Describe the five sets of tracks and who left them.
6. What does Leaphorn call the main suspect?
7. Leaphorn pictures the murder in his mind. Describe what he has put together so far.
8. Briefly describe Joe Leaphorn's background.
9. Who was Hosteen Nashibitti? What did he teach Joe about "interdependency of nature" and "patterns?"
10. What are some of the *inconsistencies* of this case that bother Joe?

Chapter Eight — Tuesday December 2, 6:11 p.m.

1. Why is Joe Leaphorn driving so slowly?
2. Why does he want to talk to Shorty Bowlegs?
3. Why did Leaphorn wait in his truck for so long when he arrived at the Bowlegs' place?
4. What does Leaphorn think about while he's waiting?
5. When Shorty doesn't come out again, Leaphorn goes inside the hogan, carefully, with his rifle. What does he find?
6. What does he do next?
7. Who is the "small shape" with the goats?

Chapter Nine — Tuesday December 2, 10:15 p.m.

1. What did he do with Cecil?
2. What does he do back at the Bowlegs' cabin?
3. What did he find in Cecil's lunchbox?
4. What did Cecil say about George taking the horse?
5. What did George's note say?

Chapter Ten — Wednesday December 3, 10 a.m.

1. What is Agent O'Malley's position?
2. Why doesn't O'Malley like Joe Leaphorn?
3. Why is Leaphorn going to "Jason's Fleece?"
4. Why is he in a hurry?

Chapter Eleven — Wednesday December 3, 12:15 p.m.

1. At first Halsey won't tell Joe Leaphorn where Susanne is. What makes him change his mind?
2. What are some things George had told Susanne about deer?
3. What did George tell Susanne about where he was going?
4. What are Susanne's plans for the future?
5. Where does Leaphorn want to take her?

Chapter Twelve — Wednesday December 3, 3:48 p.m.

1. What is one motive for murder that Ted Isaacs suggests?
2. How does Ted Isaacs feel about Susanne?
3. Why doesn't he want her to stay?
4. What is the great discovery Ted has made?
5. What is Ted's background?
6. Why has Susanne left when Leaphorn gets back to the truck?
7. What is bothering Leaphorn at the end of this chapter?

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Chapter Thirteen — Wednesday December 3, 5 p.m.

1. What is unusual about Father Ingles?
2. What are some of the things Father Ingles tells Leaphorn about George?
3. What is Kothluwalawa?
4. Who is the Zuni's one god?
5. How are kachinas different from gods?
6. What does the word Kothluwalawa mean?
7. What did Ernesto confess?
8. What is the taboo Ernesto thought he had committed?
9. What is the usual punishment for breaking a taboo?
10. What evidence is there that Ernesto was killed by a Salamobia?

Chapter Fourteen — Thursday December 4, 10:30 a.m.

1. Why does Leaphorn think the FBI is involved in the case?
2. Where is Leaphorn going?
3. Who does he see along the way?
4. Why is she hitchhiking?
5. Where do they go?
6. When does Leaphorn think George will show up?
7. Why does he think this?
8. What does Leaphorn figure out by examining tracks?

Chapter Fifteen — Thursday December 4, 2:17 p.m.

1. What do the ravens lead them to?
2. What did Leaphorn find suspicious about the deer carcass?
3. What do the moccasin prints indicate?
4. What does Leaphorn finally figure out about the "lunchbox?"
5. How does Leaphorn know George got away safely?
6. What is the significance of the extra mocassin prints Susanne finds on their way back?
7. What is making Leaphorn anxious at the end of the chapter?

Chapter Sixteen — Thursday December 4, 6:08 p.m.

1. What was Leaphorn shot with?
2. How was he shot?
3. What were Leaphorn's last instructions to Susanne before the drug took effect?
4. What did Susanne shoot at?
5. Where had he seen the mask before?
6. How long does it take Leaphorn to recover?
7. Then what do they do?
8. What does Leaphorn find by the deer carcass?
9. What's inside?

Chapter Seventeen — Friday December 5, 2 p.m.

1. What does O'Malley think is the reason behind the murders?
2. What does Pasquaanti tell him about the Salamobia mask?
3. What would happen if the Shalako ceremony were not properly done?
4. Why is Pasquaanti going to watch for the "man in moccasins?"

Chapter Eighteen — Saturday December 6, 4:19 p.m.

1. Why is Leaphorn sitting on the ridge outside of Zuni?
2. What puzzles him as he thinks about George?
3. Who does he see going into the village?
4. What happens as Leaphorn examines the turquoise bead, abalone shell and broken lance tip that George had left by the deer?
5. Why is Leaphorn in a hurry as he leaves?

Chapter Nineteen — Sunday December 7, 2:07 a.m.

1. Describe what Leaphorn sees in the Shalako Houses.
2. Describe the people he sees.
3. Where does he see George Bowlegs?
4. What happened in the alley?
5. What happened to George's killer?
6. What was George holding?

Chapter Twenty — Sunday December 7, 9 a.m.

1. Where does Leaphorn go the next morning?
2. What did he give to Ted Isaacs?
3. What had Reynolds been doing?
4. What was Reynolds' "motive?"
5. Why does Leaphorn say they will never find Reynolds?
6. What "deal" does Leaphorn offer Isaacs?
7. What are Leaphorn's plans at the end of the story?

Test

I. *Matching*

____ 1.	The author of the novel	(a) Shulawitsi
____ 2.	He killed three people	(b) Salamobia
____ 3.	The name of the annual house-blessing ceremony	(c) Shalako
____ 4.	He was killed in Chapter One	(d) Zuni
____ 5.	He wants to find the kachinas	(e) Ernesto Cata
____ 6.	An FBI agent	(f) Badger
____ 7.	Another name for Fire God	(g) George Bowlegs
____ 8.	Zuni Chief of Police	(h) Joe Leaphorn
____ 9.	George's little brother	(i) Ed Pasquaanti
____ 10.	A friend of George's	(j) Ramah
____ 11.	What Joe Leaphorn saw outside Jason's Fleece	(k) Cecil Bowlegs
____ 12.	Fire God is always of this clan	(l) Shorty Bowlegs
____ 13.	Inconsistencies bother him	(n) Dr. Reynolds
____ 14.	An anthropology student	(o) Susanne
____ 15.	Where the story takes place	(p) O'Malley
____ 16.	Where Joe Leaphorn is when he first hears of the missing boys	(q) Tony Hillerman
____ 17.	Moccasin's second victim	

II. *True/False*

____ 18. George Bowlegs was considered crazy.
____ 19. Dr. Reynolds had once been laughed off stage.
____ 20. The anthropologists are studying Cro-Magnon man.
____ 21. George and Ernesto stole something from Dr. Reynolds.
____ 22. The anthropologists' findings will make them famous.
____ 23. Folsom man did not make very nice arrowheads.
____ 24. Alice Madman once lived in the house now known as Jason's Fleece.
____ 25. Susanne plans to marry Ted.
____ 26. The murderer wore boots.
____ 27. Shorty's murderer wore a Salamobia mask.
____ 28. Joe Leaphorn likes Agent O'Malley.
____ 29. George never knew that his friend Ernesto was killed.
____ 30. Joe Leaphorn sees George by the lake but he gets away.

III. *Multiple Choice*

____ 31. George and Ernesto were in the (a) 6th, (b) 7th, (c) 8th, (d) 9th grade.
____ 32. The Lake of the Dead is called (a) Koyemshi, (b) Naranjo, (c) Kothluwalawa, (d) Nomnuwalna.
____ 33. Joe Leaphorn takes Cecil to (a) his mother's relatives, (b) his father's relatives, (c) Social Services in Gallup, (d) Father Ingles.
____ 34. Joe learns about Jason's Fleece from (a) Young Husband and Young Wife, (b) Alice and Frank Madman, (c) Halsey and Otis, (d) Father Ingles.
____ 35. George killed a deer (a) for the meat, (b) out of fear, (c) for the gall bladder, (d) to fool "moccasins."
____ 36. At the Lake of the Dead, Joe is shot by a (a) tranquilizing dart, (b) 30-30, (c) .45, (d) shotgun.
____ 37. Dr. Reynolds (a) gets away, (b) is shot by Joe Leaphorn, (c) committed a sacrilege and is punished by the Zunis, (d) kills himself.
____ 38. Ted Isaacs (a) knew that Dr. Reynolds was the killer, (b) is engaged to Susanne, (c) becomes famous, (d) admits an arrowhead is missing.

IV. *Short Essay*

39. What was Dr. Reynolds' motive for the killings?
40. Why was George Bowlegs hunting kachinas?
41. Describe Joe Leaphorn's method of solving this crime.
42. Tell which character you liked most, which one you liked least, and explain why you did or did not like this novel.

Activities

1. Have you ever been to Shalako? Describe your experience there. Describe the ceremonies. ☐
2. Draw pictures of: Shalako, Fire God, Mudheads, Longhorn, Salamobia. ✓☐
3. Make a model (kachina) of one of the above. Use clay, paper mache or carve it out of wood. (Note: Consult a native resource person to determine if this activity is appropriate.) ✓☐
4. Compare the Shalako to another ceremony you know of. ○
5. Compare and contrast the Zuni and Navajo cultures. Why would George want to be a Zuni? ○
6. Why is Joe Leaphorn a good cop? Cite evidence from the book that shows he has a logical mind or a good grasp of both cultures. △
7. Draw a map showing where events of the book took place. X☐
8. Trace Joe Leaphorn's clues to solving the crime. Piece together the evidence. ○

9. Taking the time from the chapter headings, draw 6 pictures showing an event that happened on that date, at that time. ★
10. Compare Joe Leaphorn to another fictional detective. ○
11. Was it right for Leaphorn to suggest that Ted Isaacs get credit for Reynolds' "discovery?" Defend, explain your answer. △
12. Research topics: □✓
    (a) Shalako
    (b) Fire God, Salamobia
    (c) Zuni Pueblo
    (d) Navajo Police
    (e) arrowheads
    (f) some other "hoaxes"
    (g) communes
    (h) pueblo missions
13. Write an essay in which you analyze George. Why did he want to become a Zuni? Why was he considered "crazy?" What was his life like? ○
14. Describe George's thoughts as they must have been while he was running and hiding. Since George never actually appears as a character in the novel, write some scenes using him as a main character. ★

THE MAN WHO KILLED THE DEER

Reading Level 8

(By Frank Waters. Pocket Books, Simon & Schuster, Gulf and Western Corporation, 1230 Avenue of the Americas, New York, NY 10020. 1942. ISBN No. 0-671-83462-2.)

This is the classic novel of a young Indian caught between two cultures, not fully a part of either. Martiniano kills a deer illegally, one of many things he does against Pueblo custom. The deer becomes a symbol, his burden, something he will live with for the rest of his life.

He first earned the disrespect of the community elders by going away to school and flaunting untraditional dress and ways upon his return. An outcast among his people, Martiniano's only true friends are Palemon, a respected member of the community, Rodolpho Byers, a trader, and Flowers Playing, his Ute wife.

Eventually, Martiniano comes to terms with himself, his place in the community and "his deer."

Despite the eighth grade reading level, this book is probably more appropriate for older students. Its tone is more serious and introspective than that of similar books such as *When the Legends Die.*

This book is an excellent introduction to the study of Pueblo cultures; it helps encourage students to write about themselves as they identify with particular scenes in the novel — such as Byers paying Martiniano's fine (has anyone ever bailed you out of trouble?), being tempted to "go on the peyote road" (what are your feelings about peyote?), Martiniano's visions of his deer (has anything similar ever happened to you?) and his jealousy over his wife's acceptance by his people (have you ever felt jealous when someone you loved got more recognition than you?)

Questions

Chapter One

1. Why is the man unable to sleep?
2. Where does he go?
3. Who did he find there?
4. What happened to him?
5. What is the first man's name?
6. Where did he take the wounded man?
7. Who does he meet on her way to the stream?
8. Where does he take his deer?
9. What business does Palemon have?
10. Describe the Council meeting room.
11. Who is the Cacique?
12. What others are there?
13. Why has the meeting been called?
14. What did Filadelphio say?
15. What did Palemon say?
16. Why did Martiniano say he went to kill a deer?
17. How was he treated by the Council since coming back from school?
18. What happened between Martiniano and the government man?
19. What is the meaning of the italicized section?

20. Why is there so much silence at the meeting?
21. What did the Cacique say?
22. How did the meeting end?

Chapter Two

1. Who came to the hearing?
2. Who was the "superior" of the rangers?
3. How did Martiniano's attorney plead?
4. What did the judge think of this?
5. What was Martiniano's sentence?
6. What did Rodolfo Byers do?
7. Who stayed in the courtroom after the hearing was over?
8. What did they discuss?
9. Describe the trading post.
10. What is Byers' wife's name?
11. What was unusual about the dream he had when he was 10?
12. What does he look like?
13. What was one of the stories about him?
14. Describe Angelina and their daughter.
15. Describe his home.
16. Who is Concha?
17. Who is Buffalo Woman?
18. What does Buyers think about Indians and his life as a trader?

Chapter Three

1. What is *el Dia de los Muertos?*
2. What does Martiniano do with the deer?
3. What does Martiniano think of his deer?
4. What do he and his wife discuss?
5. Why was he taken away to school when he was a boy?
6. How did he earn money?
7. How was he viewed or treated by the older members of the Pueblo community?
8. Why was he fined?
9. What happened because he could not pay the fine?
10. How did he fool the officials?
11. Where did he go the next day?
12. What does he complain about to Strophy?
13. Who are his only two friends he feels he has left?
14. What did he sometimes do in the afternoons?
15. Where did Martiniano first meet his wife?
16. What did Manuel Rena give the dancers?
17. What did Martiniano give the tall slim girl?
18. What were the last two gifts he offered her?
19. What did he learn about her?
20. Describe their wedding.
21. How did they make each other happy?

Chapter Four

1. What has happened between Flowers Playing and Martiniano?
2. What happens after the first snowfall?
3. What does he tell Palemon?
4. What are some of the things Palemon tells him?
5. How does he act with Byers?
6. What does Martiniano yearn for?
7. Where does Manuel Rena get his power?
8. Describe the peyote meeting Martiniano goes to.
9. What does he think of under the power of peyote?
10. What came back to Martiniano in his vision?
11. How did it affect him?
12. What does it mean to "travel the road?"
13. Where did Martiniano go that night? Why?

Chapter Five

1. Why is everything quiet?
2. What else is not done at this time of year?
3. What thoughts does Palemon's wife have about being a mother?
4. Why did Martiniano and Flowers Playing go to the home of Palemon and Estefana every evening?
5. What were some of the tales that were told?
6. Why are such stories told only in winter?
7. What is the story that was told about Shell Boy and Blue Corn?
8. Who is the old Cacique?
9. What happened Christmas Eve?
10. What makes the dance especially meaningful for Estefana?
11. What honor was given Palemon?
12. What happens at each house of the newly elected governor and his official?
13. What did Flowers Playing teach a group of young dancers?
14. How did Estefana lose her son?
15. Why will Napaita be in the kiva for a year and a half?

Chapter Six

1. Who is the scarecrow?
2. What are some ways he tried to make money?
3. What did Martiniano meet on the way to the peyote meeting? What did he decide?
4. What happened to the others during the meeting?
5. What happened to those who were caught?
6. Who has Martiniano's blanket?
7. Why has he not claimed it?
8. What did Manuel Rena do about his fine?
9. What was the discussion with the government officials?
10. What problem came up during the discussion?

Chapter Seven

1. What deal does Martiniano offer Byers?
2. Where is Byers going with Martiniano and his wife?
3. What do they see at the pueblo where they stop?
4. What did Byers buy?
5. What was the "business about rattlesnakes?"
6. What do they do that evening around their campfire?
7. What does Buyers mean by, "I too have had my deer?"

Chapter Eight

1. Where are Martiniano and Flowers Playing going?
2. Who was at his new house?
3. Who did the Mexican bring back with him the next day?
4. Who did Martiniano have to go before?
5. Why was Martiniano not punished?
6. What happened when Washington was informed?
7. How did all of this affect the Mexicans? the Indians? Martiniano?
8. Why did Martiniano go for his blanket?
9. What was his punishment?
10. Who was watching him?
11. What good news does Flowers Playing have?

Chapter Nine

1. How has Martiniano changed?
2. What gave him a feeling that something was wrong?
3. Why is everyone upset?
4. What things were told in the book? Who wrote it?
5. Who were the ones who gave Mrs. Blackstone information?
6. How did the Pueblo people react in their dealings with non-Indians?
7. What do the people of the Pueblo want more than anything else from the government?
8. Who did Martiniano and Flowers Playing see on the way to the plaza?
9. What was she doing?
10. What is Martiniano preparing for?
11. What fantasy does he have about himself?
12. What happened to his corn?
13. Why didn't he shoot the deer?

Chapter Ten

1. What was done with the pine tree? the deer?
2. What else was brought?
3. What are the people preparing for?
4. Who came to the fiesta?
5. What is the name of the feast?
6. Is it Martiniano's deer atop the pole?
7. Who were the Chiffonetas?
8. What did they do?
9. What did Martiniano try to do?
10. What two things does Martiniano worry about?
11. What does Martiniano think of Flowers Playing and her deer?

Chapter Eleven

1. What did the old men think of the pole? Why were they afraid of the future?
2. What bill was drawn up because the Pueblo Indians wanted their Dawn Lake back?
3. What comments were made?
4. What is asked of Martiniano?
5. What dances did he watch that winter?
6. What honor has been given to Flowers Playing?
7. How does Martiniano feel about his wife being a Deer Mother?
8. What are his thoughts during the dance?
9. Why is Martiniano afraid of his wife?

Chapter Twelve

1. What do Byers and Sun Elk talk about?
2. What do the Byers do once a year?
3. Who came to dinner?
4. What do Manuel and Byers hear?
5. Who else hears the drums?
6. What does Martiniano suspect?
7. What story did Byers tell?

Chapter Thirteen

1. What is the single focus of the drumming?
2. Where was Napaita sent?
3. How did he get trapped?
4. Where did Martiniano find Napaita?
5. What did Martiniano do with him?
6. What does Martiniano help Byers do?
7. What are some of the things Byers thinks of as he watches Martiniano?

Chapter Fourteen

1. Why is Martiniano looking forward to spring?
2. Why is smoke coming from Martiniano's chimney?
3. What work was to be done for four days?
4. What new concerns do Martiniano and Flowers Playing have as parents?
5. What was Martiniano ready to do?
6. What meaning does the running have for him?
7. What Spanish name is given to their son?
8. Why is the group of friends and relatives gathered at Palemon's house?
9. How has Napaita changed?
10. What did Byers see in the newspaper?
11. What would the Pueblo gain?
12. What does Byers expect to happen in the future?
13. What things does Flowers Playing want?
14. What does Martiniano watch from a ridge?
15. Why did Martiniano consent to let his son be adopted into a kiva?
16. What does he see in the sky?
17. How has Martiniano come to terms with "his deer?"

Test

I. *Matching*

____	1. Martiniano	(a)	the clownish dancers at the fiesta
____	2. Rodolfo Byers	(b)	he paid Martiniano's fine
____	3. Flowers Playing	(c)	Peyote follower
____	4. Mrs. Blackstone	(d)	wrote an unauthorized book
____	5. Palemon	(e)	"the man who killed the deer"
____	6. Manuel Rena	(f)	Martiniano's wife; a Ute
____	7. Napaita	(g)	sacred place the Pueblo wants back
____	8. Chiffonetas	(h)	Martiniano's friend
____	9. Dawn Lake	(i)	Palemon's son
____	10. Estefana	(j)	she misses Napaita

II. *True/False*

____ 11. Palemon killed a deer.
____ 12. Palemon is Martiniano's best friend.
____ 13. The council was proud of Martiniano for going away to school.
____ 14. Rodolfo Byers paid Martiniano's fine.
____ 15. Martiniano's wife was a Deer Mother.
____ 16. Martiniano is unable to give up peyote.
____ 17. Estefana's son was gone for a year and a half.

III. *Multiple Choice*

____ 18. Where did Martiniano meet his wife? (a) at a ceremonial dance, (b) at a peyote meeting, (c) at the trading post.
____ 19. Martiniano was introduced to the peyote road by (a) Rodolpho Byers, (b) Buffalo Woman, (c) Manuel Rena.
____ 20. When the peyote meeting was raided, they took Martiniano's (a) pipe, (b) blanket, (c) medicine bag.
____ 21. What did the drums mean? (a) a council meeting was to be held, (b) Napaita was lost, (c) someone died.
____ 22. Martiniano's son (a) died at an early age, (b) was adopted by relatives in Colorado, (c) will be initiated into a kiva.

IV. *Short Essay*

23. Describe Martiniano's difficulties with the council in his early years.
24. Describe and explain Martiniano's "deer." What did it mean to him? What might it symbolize or stand for? How did he come to terms with "his deer?"
25. Pick one of the following and analyze (describe, explain his/her importance in the story, his/her influence on and relationship with the main character):
    (a) Rodolpho Byers
    (b) Flowers Playing
    (c) Palemon
    (d) Manuel Rena
    (e) the tribal council

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Activities

1. Describe one of the dances. ○
2. Illustrate a part of the book. X
3. Make a model of one of the characters. □
4. Research topics: ✓□
   (a) Pueblos
   (b) the Cacique
   (c) trading posts
   (d) deer
   (e) peyote
   (f) the Pueblo Council
5. Describe Martiniano's meeting with his wife. X
6. Illustrate a scene from the book. ★ X
7. In the novel, Palemon tells winter tales at his house in the evenings. Tell a winter tale or legend that you know. ✓ ★
8. Describe one of the dances. X
9. Draw one or more of the dancers. ★ □
10. Byers said: "I too have had my deer." Write a personal essay beginning with these words. ★
11. Write a report about the kiva. Why is it an integral part of the Pueblo society? What might have happened to Napaita during his stay in the kiva? □
12. Write an essay in which you describe and explain the importance of Dawn Lake. □ △
13. Find a work in the library which might be comparable to the book by "Mrs Blackstone" referred to in the story. Report on it. Compare it to the work referred to. □ △

ROLLING THUNDER

Reading Level 9

(By Doug Brown. A Delta Book published by Dell Publishing Co., Inc., 1 Dag Hammarskhold Plaza, New York, NY 10017. 1974. ISBN No. 0-440-57435-8.)

Working for the Menninger Foundation, author Doug Boyd originally sought out Shoshone medicine man Rolling Thunder to compare his work to the eastern Swami Rama. This is a true account of his experience.

Doug Boyd becomes close to Rolling Thunder, following him on some of his ventures to save the environment and the dignity of Indian people. Along the way Doug learns something of the medicine man's view of knowledge and power.

There are elements in the book that appeal to both the traditional and the "activist" student — the many accounts of Rolling Thunder's rites with herbs, ceremonies, and discussions of healing and Rolling Thunder's "missions" to preserve treaties and save the environment (for instance, trying to stop the chaining of piñon trees by the government).

This book is a good vocabulary-builder. It appears to be easy to read, but contains dozens of new words per chapter, many of which can be defined contextually. Students are not deterred by this as they plow through chapter after chapter, dictionary in hand. However, students often lose interest in the book halfway through unless the teacher paces them and discusses each chapter. This is one book I use to encourage students to write, as it has several chapters that can be read alone and which serve as good writing-starters. (For example: "After reading Chapter One, describe Rolling Thunder; compare him to a medicine man you know. Why is Rolling Thunder reluctant to speak about 'spiritual matters' to the public? What does he say about becoming a medicine man? Is this in keeping with what you know of medicine men? Compare traditional Navajo beliefs to those Rolling Thunder mentions about "Karma," herbs, killing animals, being a medicine man.")

Questions

Chapter One — Rolling Thunder

1. Describe Rolling Thunder's appearance.
2. Where is he going to speak?
3. Who was the speaker before Rolling Thunder?
4. What were some things that the previous speaker demonstrated?
5. Who was in the audience?
6. What took place before Rolling Thunder agreed to speak?
7. What restrictions were placed on the audience?
8. What does Rolling Thunder say about sharing spiritual matters with the "outside?"
9. What does Rolling Thunder say about becoming a medicine man?
10. Why did Rolling Thunder tell the president of the big company to keep his $10,000?
11. What does Rolling Thunder say about nature and harmony?
12. What is karma?
13. Who were some ancient people Rolling Thunder talked about?
14. What does he have to say about herbs?
15. What does he have to say about killing animals?
16. What does Rolling Thunder say about making water into medicine?

17. What is Rolling Thunder's comment about "experiments?"
18. What does he believe spiritual power is for?
19. What does he say about a person finding his "identity?"
20. Does Rolling Thunder have an apprentice? Why or why not?
21. What healing ritual is he going to perform?
22. What does Rolling Thunder need for that evening?

Chapter Two — Healing Ritual At Council Cove

1. Who returns to the lecture hall at 7:00 that evening?
2. Describe the injured man.
3. Was the injured man present at the afternoon conference? Why?
4. What is *not* present at this meeting?
5. What does Rolling Thunder use for a medicine bag?
6. What is he going to do this evening?
7. Are there any other medicine men in the area where the conference is being held?
8. If it had been otherwise, what would Rolling Thunder have done?
9. What did Rolling Thunder do and say on the stage?
10. The author, Doug Boyd, thinks about a demonstration that the Swami Rama performed. What did the Swami show that he could do?
11. What is Boyd's "job" during the demonstration with the Swami?
12. What does the author wonder if he should be doing?
13. What does Boyd say that Rolling Thunder used his pipe for?
14. What did Rolling Thunder say to his patient?
15. Describe the ceremony.
16. What did Rolling Thunder say after the ceremony?
17. What instructions did he give as he left?
18. How has the patient's condition changed?
19. What did the author do after the ceremony?
20. What effect did Rolling Thunder have on the author for weeks afterward?
21. Doug Boyd, the author, was making plans for a trip. Where was he going? Who was he going to see?
22. What has he decided that he wants to do instead?

Chapter Three — Buffalo Horse and Spotted Fawn

1. Where is the author headed?
2. How long has he been given for this "field assignment?"
3. What four states did Boyd travel through on his way to Nevada?
4. What does the city look like?
5. Where does Doug Boyd plan to spend the night?
6. How does he spend the first two days?
7. How did this affect him?
8. What is Rolling Thunder's Anglo-Saxon name?
9. Where does Rolling Thunder work?
10. Who is the young man on the porch?
11. What is his name?
12. What is his younger brother's name?
13. Describe Rolling Thunder's wife.
14. Where is Rolling Thunder?
15. Why did Doug Boyd turn back to the house?
16. Who was the man in the trailer?
17. What do he and Boyd talk about?
18. What does Boyd do when he leaves the trailer?

19. Who is the telephone message from?
20. What is Helen Pope's Indian name?
21. What is her message?

Chapter Four — The Crucial Conversation

1. What does Doug Boyd want to ask Rolling Thunder?
2. What are the many sides of Rolling Thunder? Describe the Rolling Thunder that Boyd came to know.
3. Describe Rolling Thunder's house.
4. Who are the other two visitors?
5. Where do Rolling Thunder and Doug Boyd go to talk?
6. Why does Doug Boyd tell Rolling Thunder he has come?
7. What does Rolling Thunder reply to this?
8. What is the Menninger Foundation?
9. What does Rolling Thunder say about "identity?"
10. Rolling Thunder says there are two types of Indians. Name and describe them.
11. Rolling Thunder says a good system doesn't try to spread itself. What does he mean by this?
12. Describe what modern man has done to the environment.
13. What did Boyd give to Rolling Thunder?

Chapter Five — Setting Up Camp

1. What does Rolling Thunder say all Shoshones know?
2. Rolling Thunder says "it was meant to be" that the author is going to go with him. What does this mean?
3. Where are they going? Why?
4. Why does this concern Rolling Thunder?
5. How long are they going to be at the camp and the conference?
6. What are some other situations concerned Indians have brought to national attention?
7. Who is Alice Floto?
8. What did the group do on their first excursion out of camp? What happened to Doug Boyd?
9. Why do many Indians consider Alice a good friend?
10. What is "fascism?"
11. Rolling Thunder uses the word fascism (or fascist) to describe many things and ideas he does not approve of. What are some of those things?
12. How did Rolling Thunder persuade Alice to come to Palisades?

Chapter Six — The Earth is a Living Being

1. How does Rolling Thunder usually act towards others?
2. Why won't Rolling Thunder let his kids swim in nearby streams?
3. What does Doug Boyd mean by the term "world consciousness?"
4. Rolling Thunder says the earth is a living organism. Describe some ways he sees the earth as a living being.
5. What does Rolling Thunder say about the Great Spirit and respect?

Chapter Seven — Subchief Oscar Johnny

1. Who is Oscar Johnny?
2. What are some things Oscar tells Boyd about Shoshone marriages?
3. What did he say about arrowheads and cigarettes?
4. Why does Boyd try not to ask too many questions?

Chapter Eight — The Ruby Valley Expedition

1. When the group leaves the Palisade campsite, where are they headed?
2. How many people are going? Who is going?
3. According to Rolling Thunder, what is the Indian way of hunting?
4. What unusual ability does Rolling Thunder show that he has?
5. Who do they visit?
6. What does Rolling Thunder say about what happened during this visit?
7. Briefly summarize the legend of Ruby Valley (begins on p. 65).
8. What kinds of things have happened to the Shoshone since that treaty?
9. What happened after they left Ely?

Chapter Nine — Summer Flowers from Winter Snow

1. When does Rolling Thunder gather herbs?
2. What is the most important thing Doug Boyd learns from this conversation?
3. What are Rolling Thunder's definitions of "understanding" and "knowing?" (p. 71)
4. What kind of "teacher" is Rolling Thunder?
5. What happened when Doug Boyd felt a desire to go herb gathering?

Chapter Ten — Rain at the Abandoned Ranch

1. Where does Rolling Thunder decide to go?
2. Where were they going to go before he changed his mind?
3. Why does he decide to inspect the chaining of piñon trees some other time?
4. Who are they waiting for?
5. What is Spotted Eagle supposed to do while Rolling Thunder and his group are gone?
6. What does Rolling Thunder say about "land?"
7. Why does he say that it is time to reclaim Indian land?
8. What evidence or "proof" is there that Rolling Thunder can make it rain?
9. How did Rolling Thunder make lightning?
10. Doug Boyd uses the term cause-and-effect. In this happening, what is the cause and what is the effect?
11. Where had the rain fallen? Where had it not fallen?
12. What is Spotted Eagle's other name?
13. What is Doug Boyd's impression of Spotted Eagle?
14. Rolling Thunder tells the group about some of the goals of his committee (the Committee of Concern for the Traditional Indian). What are they?
15. What was the group's first activity?
16. As they are sitting around the fire, what is Rolling Thunder's message about man and nature?
17. What does Doug Boyd think about Rolling Thunder's ability to handle the weather?

Chapter Eleven — Healing Ritual In the Canyon

1. How was everything set up for the healing ritual? What was the weather like?
2. Who was Rolling Thunder's assistant? What did he do?
3. What did Rolling Thunder speak about?
4. Who were the three patients?
5. What did each of the three patients wish to achieve through the ceremony?
6. What is the incident with the owl?
7. What did Rolling Thunder once tell Doug Boyd about copying him?
8. What, according to Rolling Thunder, is the cause of the piñon tree problem?
9. What are the three paths of spiritual teaching?
10. Which one does Rolling Thunder take?

Chapter Twelve — Purification

1. What does "purification" mean?
2. Why are they sneaking around?
3. What are some of the things Rolling Thunder says about being an Indian on p. 96?
4. Where do they go?
5. Why are they here?
6. What had Rolling Thunder once said about purification?
7. Why does Doug keep telling himself to pay attention?

Chapter Thirteen — Sutras and Swamis

1. What does Alice tell Doug Boyd to ask Rolling Thunder?
2. Why doesn't Rolling Thunder like people to ask him questions while he's gathering herbs?
3. What does Rolling Thunder say about communicating with plants?
4. What does Doug Boyd think about chanting?
5. What does renunciation mean? What does non-attachment mean?
6. What does Rolling Thunder believe about renunciation and non-attachment?
7. What had the Swami Rama said in the past about these two things?
8. Briefly tell the story about the snake.
9. What is the "moral" of the story?

Chapter Fourteen — Alice Talks To Dogs and Bees

1. What happened to Turtle's puppies?
2. What did Alice do with the puppies?
3. Who does Doug Boyd go with to gather herbs?
4. Who went with Rolling Thunder?
5. Describe what Spotted Eagle and Doug do.
6. What did Rolling Thunder once say about spiritual powers? (p. 112)
7. What was Alice's interesting experience?

Chapter Fifteen — Gathering Herbs

1. Who leaves and who stays?
2. Why does Spotted Eagle come back?
3. What happens to Doug Boyd while in the hot springs?
4. Where are the three of them supposed to go?
5. Where do they go first?
6. What does Rolling Thunder have to say about pain?
7. Who goes herb hunting?
8. What is the chief?
9. How is the flat tire situation resolved?
10. What do Rolling Thunder and Doug Boyd do?
11. What is bothering Doug Boyd?
12. What did Rolling Thunder leave for the plants?
13. At the bottom of p. 128, how long has Doug Boyd been waiting to go to San Francisco?
14. Why does Rolling Thunder say it's not time to go yet?
15. What happens on the next herb gathering trip?
16. What did Rolling Thunder say to shock Doug Boyd out of his misery over the mosquito bites?
17. Why is Doug Boyd happy on the way back to Elko?
18. What do they have for dinner?
19. What did Doug Boyd contribute?
20. What does Rolling Thunder say about bees?
21. What is unusual about the way Rolling Thunder left the room?
22. What is the good news at the end of this chapter?

Chapter Sixteen — Rolling Thunder's Many Roles

1. What happened on the way to Berkeley?
2. What does Doug Boyd decide to do?
3. Who is David Monongye?
4. What does he say about Hopis?
5. Who is Jim Woods?
6. What happened at the San Francisco Ashram?
7. What did Jim Woods and Rolling Thunder discuss?
8. What did Rolling Thunder once do in Oklahoma? According to John Welch, how did he get the boy out of prison?

Chapter Seventeen — American Indians: Custodians of the Land

1. Describe Doug Boyd's conversation with the brakeman.
2. What did the people do at camp?
3. What reasons does Rolling Thunder give Doug Boyd for not moving from camp?
4. What is Rolling Thunder going to do for Boyd's hayfever?
5. What do they do with the German and Danish ladies?
6. What happens in November that they have all been waiting for?
7. What has happened to the piñon trees?
8. How does Rolling Thunder feel about this?
9. Who does he hold responsible?

Chapter Eighteen — Chief Frank Temoke

1. What petition is going to be made?
2. What is Rolling Thunder going to do besides petition?
3. Why do they go to Frank Temoke's?
4. What sometimes happens to Indian children according to Rolling Thunder?
5. Where is Ruby Valley?
6. Describe Frank's house.
7. Describe Frank.
8. Which part of the petition did Frank want left out?
9. What was the "Ruby raid?"
10. According to Rolling Thunder, why did Temoke want the "kidnapping" section taken out of the petition?

Chapter Nineteen — Rolling Thunder's Medicine From Bolinas to Virginia Beach

1. Why did Richard Clemmer bring three prayer feathers to Rolling Thunder?
2. What is the new item in Rolling Thunder's house?
3. What does Rolling Thunder tell them about his experience with The Grateful Dead?
4. What happened to the "black sorcerer's" medicine pouch?
5. What is so special about Bolinas?
6. What did Rolling Thunder do in Bolinas?
7. What does Rolling Thunder say about good and bad?
8. According to Rolling Thunder, what is the most basic principle or truth?
9. What happened to the large statue in Rolling Thunder's house?
10. What effect did it have?
11. Why did Richard feel anxious about his Hopi friend?
12. What healing ceremony did Rolling Thunder perform at Virginia Beach?

Chapter Twenty — Seeing More Than Meets the Eye

1. What "prediction" did Jack Schwarz make?
2. Who is Doug Boyd going to Carlin with?
3. What are the four questions Doug Boyd plans to ask Rolling Thunder?
4. Who was at Rolling Thunder's house?
5. What is unusual about the way Rolling Thunder answers Doug's question?
6. What happened when Rolling Thunder came back from working on the railroad?

Chapter Twenty-One — An Unseen Enemy

1. What happened in Novato in March?
2. What happened in San Rafael in January?
3. What bothered Semu and Rolling Thunder?
4. Who was trying to destroy Rolling Thunder?
5. Why did he want to see Mel Dayley?
6. Why did Doug Boyd take Rolling Thunder and Spotted Fawn to Dolly Gattozzi's house?

Chapter Twenty-Two — Making Good Medicine

1. Who is Mad Bear?
2. Who is coming to the house where Rolling Thunder is staying?
3. Describe the sunrise ceremony.
4. What does Doug Boyd learn about birds from Semu?
5. What happened at the hearing?
6. What was the outcome of the hearing?

Chapter Twenty-Three — Conversation With Mad Bear

1. What does Mad Bear tell Doug about Richard Oake's injury and healing?
2. What happened to Oake's daughter? Why?
3. What else does Mad Bear tell him?
4. What was Mad Bear impressed by?

Chapter Twenty-Four — Peyote Tea Ceremony

1. What does Rolling Thunder want to do on the deck?
2. What does he say about the use of peyote?
3. Describe the ceremony.

Chapter Twenty-Five — Closing the Circle

1. Why does Doug Boyd want to talk to Rolling Thunder in Oakland?
2. With whom is Rolling Thunder going to be on the radio?
3. What does Rolling Thunder do in the car?
4. What was the incident about Sister Justa's luggage?
5. What are some things Rolling Thunder says in his talk at the Masonic Auditorium?
6. Why doesn't he explain his "powers?"
7. Why does Rolling Thunder stay after his talk?
8. What did Rolling Thunder say about the "circle?"
9. What is Doug Boyd thinking at the end of the book?

Chapter Twenty-Six — Epilogue

1. How is Rolling Thunder compared to Swami Rama?
2. According to the Greens (who wrote the epilogue), what does Rolling Thunder "know?"

Test

I. *Matching*

____	1. Doug Boyd	(a) a biochemist and a nun, studying natural vitamins and psychic healers' effects on enzymes
____	2. Rolling Thunder	(b) the author, employed by the Menninger Foundation to study psycho-spiritual states of mind
____	3. Swami Rama	(c) Rolling Thunder's wife
____	4. Buffalo Horse	(d) Rolling Thunder's eldest sons
____	5. Spotted Fawn	(e) hereditary Shoshone subchief, truckdriver
____	6. Helen Pope	(f) chief of the Ruby Valley Reservation
____	7. Menninger Foundation	(g) a Mormon herbalist and chemist
____	8. Alice Floto	(h) railroad worker John Pope, and a revered Shoshone medicine man
____	9. Oscar Johnny	(i) a group concerned with saving the environment and the rights of Indian people
____	10. Spotted Eagle	(j) a Hindu spiritualist that Doug Boyd is also studying
____	11. Committee of Concern for the Traditional Indian	(k) a mental health organization of hospitals, clinics and research programs
____	12. Frank Temoke	(l) a legendary medicine man and a friend of Rolling Thunder's; he looks like his name
____	13. Mad Bear	(m) Spotted Fawn's Anglo-Saxon name
____	14. Sister Justa	(n) Rolling Thunder's youngest son, also called Mala

II. *True/False*

____ 15. Rolling Thunder refuses to speak before large audiences.
____ 16. Rolling Thunder performed a ceremony before a group of people at a conference.
____ 17. Rolling Thunder works for the railroad.
____ 18. Rolling Thunder can sometimes predict the future, make thunder, etc.
____ 19. Rolling Thunder was not too worried about the chaining of piñon trees.

III. *Sentence Completion*

20. Rolling Thunder lives in _____.
21. Rolling Thunder uses _____ in his ceremonies.
22. Rolling Thunder is most concerned about _____.
23. The Menninger Foundation is concerned with _____.

IV. *Short Essay* (pick any 3 of the following):

25. Compare Rolling Thunder and Swami Rama.
26. Explain Rolling Thunder's view of nature and harmony.
27. Describe Rolling Thunder's spiritual power.
28. Describe and explain one of Rolling Thunder's ceremonial rituals. What effect did it have?
29. Why do you think Rolling Thunder allowed Doug Boyd to spend so much time with him?
30. Describe one of the following and explain his/her relationship to Rolling Thunder and Doug Boyd, and his/her importance in the story:
    (a) Alice Floto
    (b) Spotted Eagle
    (c) Frank Temoke
    (d) Spotted Fawn
    (e) Mad Bear
    (f) Sister Justa

Activities

1. Make a list of all the characters in the story and analyze each one. Find a picture or design that represents or symbolizes each one. ○
2. Research topics: □✓○
   (a) karma
   (b) Hindu spiritualism
   (c) Indian medicine men
   (d) herbal healing
   (e) treaties
   (f) our endangered environment
3. Write several journal entries that Doug Boyd might have written. ★
4. Draw portraits of one or more of the characters. ★
5. Compare Rolling Thunder to a Navajo medicine man. ○
6. Write an essay about the Medicine Man Training School at Rough Rock Demonstration School. X□
7. The Menninger Foundation once visited and "studied" Rough Rock and its local medicine men. Research that and write an article about it. X□
8. Draw a map showing where different events in the book took place. X□
9. Write a letter to the author, explaining what you got out of the book. ★X
10. Outline the story. ✓X
11. Write an essay in which you explain what Doug Boyd has learned from his experience. ○□
12. Describe your own experiences or knowledge of medicine men. ★
13. Make a chart or poster of herbs used in healing ceremonies. ★□

HOUSE MADE OF DAWN

Reading Level 10

(A Pulitzer Prize winning novel by N. Scott Momaday. Harper and Row, 10 East 53rd St., New York, NY. 1966. ISBN No. 0-06-080421-1.)

House Made of Dawn is the story of Abel, an Indian youth who leaves the reservation "in shame," does equally poorly in Los Angeles, and returns home. Through a series of flashbacks we learn about Abel's grandfather, other important people in his past, his experiences in Los Angeles and the fact that he served time in prison for a murder. The story is divided into four sections, most of which are told in the third person; one chapter is told in the first person by a friend of Abel's.

The structure, the change in viewpoint and the flashbacks make it difficult for students to follow. Nevertheless, I feel this is a book worth "walking them through." To clarify the plot, the teacher may wish to outline and explain as the students read. Reading a work of this type is like reading Shakespeare for the first time — you have to be told what you just read, until you get the hang of it.

Because of its difficulty I have always used this book as a writing- and discussion-starter. I found it appropriate and necessary to provide the structure and themes, and allow the students to synthesize various aspects of the novel.

The activity I suggest for this novel is a journal students keep for each chapter or section. After a discussion and "lesson" on each section or chapter, students are given a choice of topics to write about in their journal. The journal format enables the teacher to incorporate any topics included in class discussions, presentations or lectures. The journal entries must not necessarily reflect events in the novel; they may be about the students themselves or ideas they had while reading. For example, the prologue is about running in the early morning with the "dawn runners." Students may write about "Running in the '80s" or "Something I saw early one morning." For the first several days I select one suggested topic and show several possible approaches for journal writing. Examples from student writing are read to the class each day until they are familiar with the process. This practice can be continued throughout the novel or included in class discussion. Eventually students may be eager to read their writing aloud.

This procedure encourages all students to become involved in the book. They will all, at least once, "analogize" or relate their experiences to those of Abel. By focusing the assignment on several short topics, students find themselves writing well; often this is their first experience with critical writing.

In the beginning it might be useful to pick an event and ask some standard "journal-starter" questions: "What does this remind you of? Did you approve or disapprove of the character's actions? Why or why not? Put yourself in his/her place. What would you be thinking, feeling?" Write each day yourself, and leave your journal around for inspection!

Following are some suggested journal topics for each section of the novel:

Chapter/Section	Journal Topics *(pick one for each chapter)*
Prologue	• running
Section I — The Longhair	
July 20	• drunkenness • a bus trip • grandfather
July 21	• not knowing one's father • childhood memories • a Squaw Dance (a memorable one!) • an eagle • something you would compare to the Eagle Watcher's Society • lessons from grandfather • destruction of the environment • the mission church
July 24	• Angela's interest in Abel • loneliness and desire • introspection and despair
July 25	• the Feast of Santiago • sacrifice • finding someone's diary • Angela's problem
July 28	• at peace in the canyon
August 1	• Abel and Angela
Section II — The Priest of the Sun	
January 26	• main idea of the sermon • Abel is drunk • the trial six years earlier • prison • evil • childhood memories • Milly • a peyote meeting • broken bones • war memories • not knowing where you are
January 27	• Tosamah's sermon • the Rainy Mountain story

Section III — The Night Chanter

February 20

- losing a friend
- "House made of dawn"
- social workers
- a poker game
- love
- rain
- leaving a job

Section IV — The Dawn Runner

February 27

- going home
- the old days

February 28

- losing a loved one
- starting over

Test

1. Who is the author?
2. What is his tribe?
3. Where did he grow up?
4. What famous literary prize did his book earn?
5. This book is divided into four parts. For each part, give the title, the year and the setting.
   Part I:
   Part II:
   Part III:
   Part IV:
6. How does the book begin and end?
7. Who are the most important people to Abel? Why?
8. Tell about some of Abel's childhood memories.
9. Who lives in the mission?
10. Describe Abel's relationship with them.
11. Who is Tosamah?
12. Describe Abel's activities in L.A.
13. What part does "evil" play in Abel's life?
14. Through flashbacks we learn that Abel has been in prison. Give the details.
15. Who is Ben Benally?
16. Describe the differences between Ben and Abel.
17. Why do you think Abel had such a hard life?
18. Why is the "girl in Cornfields" important?
19. What do you think the theme of the book is? Explain your answer.
20. What is one of the "lesser" themes? Explain.
21. Pick one character and "psychoanalyze" that character.
22. Where does the title come from?

YES IS BETTER THAN NO

Reading Level 6

(By Byrd Baylor. Avon Publishers, Hearst Corporation, 959 Eighth Ave., New York, NY 10019. 1972. ISBN No. 0-380-50625-4.)

This is a comedy about a group of Papago Indians living in Tucson, Arizona. Each chapter of the novel focuses on one of over a dozen characters and the reader gradually gets to know the whole community. A plot of sorts revolves around Mrs. Domingo's winning of a swimming pool at the state fair which she has installed without water so her family, sorely in need of housing, can move into it. Maria, who lives on a mattress in an alley, can't get her welfare benefits unless she has a proper address, so she uses the address of the Domingo's swimming pool/home for this purpose. A young Indian artist who calls attention to his Indianness with headbands, chokers, feathers, Red Power T-shirts, bumper stickers, etc., comes to paint a mural on the side of the Domingo home's entrance and provides the love interest for a young, blonde (of course) social worker.

And what would an urban Indian comedy be without the "evil" social worker, a meddling Red Power group, a crazy lady, a wino and a boyfriend who is taking a detective course by mail?

Since this was the first comedy we read in my Indian Literature class, I felt one of the main objects was to have fun! I didn't want to find myself saying, "See how this is funny here?" so I structured class time and activities accordingly. The focus of study was informal discussion, characterization and group projects. We began class with 10–15 minutes of discussion of the chapters read the previous evening. Thus, far into the course, often nothing more was needed than "Well, what happened?" The remainder of the period was given over to work on one of two group projects: character profiles of each character and a group mural.

Character Profiles: A large poster is made for each character, including one or more portraits or a scene involving that character. Students write their descriptions, personality "analyses," observations and comments about that character on the poster (attractively and artistically placed; encourage students to use their knowledge of design, lettering, etc.).

Group Mural: A large piece of butcher paper is taped to the wall and students gradually fill in a city map as they read. They also comment on where various events take place. Around the edges, and under the title, students respond graffitti-style to "Yes Is Better Than No." In between are pictures (drawn or cut out of magazines) of objects that "go" with various characters.

Individual projects can be research reports. Suggested topics included:

(a) Papago Indians
(b) urban Indians
(c) Red Power
(d) American Indian Movement
(e) Tucson
(f) welfare
(g) social workers
(h) St. Jude
(i) Papago-Navajo similarities
(j) Papago-Navajo differences
(k) Indian art

The test is given after group projects are complete, so if a student writes particularly well on a given essay question or seems especially interested in some aspect of the book, I assign an individual essay or story for that student in lieu of the research report.

If you have access to video equipment, this would be an opportune time for filming scenes from the book or writing a class script and performing it for the cameras. A comedy relieves some of the pressure of "performing" and lends itself more easily to ad-libs, forgetting lines, etc.

Test

I. *Matching*

____	1. Maria Vasquez	(a)	one of Maria's children
____	2. St. Jude	(b)	Gabriel's grandmother; she has a telephone
____	3. Rose	(c)	he likes trash dumps
____	4. Errol Flynn	(d)	close friend of Mrs. Domingo
____	5. Jose Vasquez	(e)	taking a detective course by mail
____	6. Mrs. Domingo	(f)	she has five children and lives in an alley
____	7. Mrs. Waterman	(g)	she's crazy, witched by *brujos*
____	8. Ramada Builder	(h)	grants the impossible to the unfortunate
____	9. Manny	(i)	drinking problem
____	10. Lupe Serra	(j)	members of Red Power group
____	11. Sue Mills	(k)	she wins a swimming pool
____	12. Gabriel Soto	(l)	Maria's friend and Mrs. Domingo's daughter
____	13. Mrs. Belen	(m)	says he is Flaming Arrow Gonzales
____	14. Raymond Clear	(n)	social worker likes Gabriel
____	15. Homer Lonewolf	(o)	Maria's social worker
____	16. Mrs. Reyes		

II. *Multiple Choice*

____ 17. The name of the bar the characters go to is the (a) B-29, (b) B-52, (c) 49er.
____ 18. The tribe of the characters is (a) Pueblo, (b) Pima, (c) Papago.
____ 19. The neighborhood meeting place for lovers and dopers is (a) an empty shed in the alley, (b) an old car, (c) the parking lot of the second hand store.
____ 20. Lupe thinks the swimming pool (a) is a fine home, (b) should be filled with water, (c) is a blue grave.
____ 21. Jose feels his luck change when he finds a (a) quarter, (b) bus token, (c) religious medal.
____ 22. The Ramada Builder's real name is (a) Jesus Gomez, (b) John Wayne, (c) Jose Vasquez.
____ 23. In this book, (a) social workers are well liked and respected, (b) you go along with social workers to get what you need, (c) social workers hang out in the local bar doing research.
____ 24. What did Jose steal? (a) a religious medal, (b) one of Gabriel's paintings, (c) mattress, tortilla pan.
____ 25. Mrs. Waterman wants to put Maria's kids in a (a) school, (b) detention center, (c) foster home.

III. *Short Answer*

26. What must Maria do or not do for her welfare benefits?
27. Why do Anglos think Lupe is crazy? Why don't the Papagos consider her crazy?
28. What does the Red Power group want to do?

IV. *Short Essay*

29. Name three of the characters and tell three things about each one.
30. List the events that led to Maria Vasquez's decision to leave Tucson and tell a little about each one.
31. How did Mrs. Domingo get a swimming pool? What did she plan to use it for? Why?

32. Choose one of these conflicts and explain why these characters could not get along or understand each other:
    (a) Maria Vasquez *vs.* Jose Vasquez
    (b) Mrs. Domingo *vs.* Gabriel Soto
    (c) The Papagos *vs.* the social workers
33. Evaluate the love relationship between Gabriel Soto and Sue Mills. Do you think it would last? Why or why not?
34. Do you think the Chicago Indians and Red Power helped the Papagos? How did they help them or hurt them? Should they have gotten involved at all?

THE MAN TO SEND RAINCLOUDS

(Contemporary Stories by American Indians)

Reading Level 8 and Above

(Edited by Kenneth Rosen, illustrations by R. C. Gorman and Aaron Yava. Vintage Books, Random House, New York, NY. 1975. ISBN No. 0-394-72016-4.)

The editor of this anthology, Kenneth Rosen, spent two years tracking down the stories and poems represented here. He was especially interested in young authors and concentrated his search on the Southwest, where he determined most Native American writers to be.

The anthology includes 17 short stories and two poems. I have included suggestions for eight of the short stories and both poems. The activities can be used as study questions, essay questions or open book test questions and are intended to be adapted to individual class needs. The reading levels vary from work to work but are in line with the levels represented in this guide. It is suggested that the teacher do a readability analysis on any work he or she intends to have students work on alone.

The outstanding author in these selections is Leslie Silko, a Laguna Pueblo Indian from New Mexico. Her story, "The Man to Send Rainclouds" lends the anthology its title. Her stories are an intriguing blend of the old and new — her characters are contemporary Indians shrouded in ancient mysteries and beauty.

Another author of interest is Simon J. Ortiz. A former resident of Rough Rock, Arizona where he worked on the local newspaper, his story "Kaiser and the War" appears to take place "right here."

Throughout the anthology run the common themes of searching for identity, longing for the past, occasional violence and bitterness, and pride in one's culture.

The Man to Send Rainclouds — by Leslie Silko

Questions

1. Who is Leon?
2. Who is Ken?
3. Who is Teofilo?
4. What did the two young men do with Teofilo?
5. How does the story get its title?
6. Why didn't they tell the priest that Teofilo was dead?
7. Who are Louise and Teresa?
8. Why did friends and clanspeople bring food?
9. What did Louise want done? Why?
10. Why does Father Paul say he can't "bring holy water to the graveyard?"
11. Why do you think he changed his mind?
12. What do you suppose the priest is thinking at the burial site?
13. Will Teofilo send rainclouds? Why or why not?

Activities

1. Write a dialogue taking place between Father Paul and a friend of his in which he discusses the issue of Teofilo's burial.
2. Research and report on the Laguna legend involved in this story.
3. Compare this legend with a similar one from another tribe or culture.

The San Francisco Indians — by Simon J. Ortiz

Questions

1. Is Chief Black Bear an Indian?
2. Is Indian an Indian?
3. Why is the old man in San Francisco?
4. What does the girl want to do?
5. Why do they want the Indian to stay?

Activities

1. Write a paper in which you discuss people's interest/infatuation with the American Indian today.
2. Research and collect information on San Francisco. Send for travel brochures, city maps and newspapers. Develop a folder or center on San Francisco.
3. Write an essay on Indians in the cities.

Come My Sons — by Anna Lee Walters

Questions

1. What message or advice does the mother in this poem have for her sons?
2. Paraphrase or summarize the poem.

Activities

1. Write a poem to your existing or future child/children.

Whispers From a Dead World — by Joseph Little

Questions/Activities

1. Relate the philosophical passages (those in italics) to the story.
2. Why did the author use this title?

Yellow Woman — by Leslie Silko

Questions

1. What is the Legend of Yellow Woman?
2. Why do you think the main character tells herself the cattle rustler is a *ka'tsina?* Or is he really a *ka'tsina* spirit?
3. Outline the plot.
4. What was the conflict in the story?

Activities

1. Find out where the story takes place. Describe the area and history.
2. Do a character analysis of the two characters in the story.
3. Write an essay on the symbolism used in the story.
4. Research the legend; see if you can find out about Yellow Woman or the *ka'tsina*. What tribe or tribes have comparable legends?
5. Research the origin of the word *ka'tsina* or *kachina*. Find three kinds of kachinas and describe each one. Which kind is this story about?

Kaiser and the War — by Simon J. Ortiz

Questions

1. Where does the story take place?
2. Who is the narrator?
3. What did Kaiser refuse to do?
4. Who is Faustin?
5. Did Faustin approve of Kaiser's running away? How do you know?
6. Describe Kaiser.
7. Who was the narrator's grandfather?
8. Describe some good things about Kaiser.
9. What did Kaiser decide to do after a few days of hiding?
10. Why do you think Kaiser was put in the state pen?
11. What did Kaiser do while he was in prison?
12. What happened back home while he was there?
13. Describe the significance of Kaiser's suit.
14. What happens to it at the end of the story?
15. Why does Kaiser want this?

Activities

Write a synonym or your own definition for the underlined words:

1. Faustin and the army confronted each other.
2. A wise man was contemplating his answer.
3. The people made jokes, but they looked at Kaiser's new suit with envy.
4. After the war, Faustin never mentioned Kaiser's name again.
5. One of the deputies stopped searching in order to massage his foot.
6. The Sheriff was assured that Kaiser wasn't his real name.
7. The Sheriff tried to persuade the deputies to tell where Kaiser was.
8. The law and the Indians piled into the government car.
9. Many of the people suspected their daughters and sisters of liking him.
10. Kaiser did not want to be drafted into the army.

Tony's Story — by Leslie Silko

Questions

1. Why did the cop hit Leon?
2. What attributes of a "guy who came back" does Leon have?
3. Why does the cop say he was in the area?
4. What were the arrowheads for?
5. Why did Tony kill the cop?
6. What does Tony mean when he says, "We got to kill it; it follows us everywhere. They sometimes take strange forms"?
7. What is the significance of the last chapter?
8. Do you think the character of the cop is a believable character? Why or why not?
9. What do you think the cop symbolizes?
10. Why do you think Tony killed the cop when it was Leon who was known as the troublemaker and the one whom the cop was after?

Chapter I — by Anna Lee Walters

Questions

1. When does the story take place? Where?
2. What is Johonah-eh?
3. Who is Kit Carson?
4. Who is Natanii?
5. What defense are Natanii's people using against the soldiers?
6. Describe Natanii's mother.
7. What happened to his father?
8. Who took on the most authority after his father's death?
9. Who were the yeis?
10. How have the soldiers changed Natanii's view of the world that First Man and First Woman were brought into?
11. What happened to the others while he was gathering wood?
12. What did Natanii notice about his dead grandfather?
13. How do you think Natanii must have felt seeing death for the first time?
14. Why do you think Natanii was ashamed of making the comparison between people and tumbleweeds?
15. What "game" were the soldiers playing?
16. What happened to his mother?
17. Why do you think the author chose this title?
18. What do you think happened to Natanii after the soldiers left?

Activities

1. Pick a passage in the story and write it from Natanii's point of view (in the first or third person).
2. Research the events described in this story.
3. Write a report on Kit Carson.
4. Tell what happened to Natanii after this.

Uncle Tony's Goat — by Leslie Silko

Activity

1. Write an essay in which you describe the personality characteristics, behavior, influence and importance of the goat. How was he regarded by the narrator and Uncle Tony? Why do you think the author chose to write a story about a goat?

Saves a Leader — by Larry Littlebird and Circle Theater

Activities

1. Write a coyote story.
2. Compare some coyote stories to this one.
3. Write an essay in which you analyze the elements of a coyote story and the character of the "trickster" coyote.

AMERICAN INDIAN LITERATURE
(An Anthology)

Reading Level 8 and above

(Edited by Alan R. Velie, illustrated by Danny Timmons. University of Oklahoma Press, Norman, OK. 1979. ISBN No. 0-8061-1523-8.)

The editor of this anthology stresses that the selections represent literary excellence and that this is not to be regarded as a romanticization of Indians, nor is it a selection of stories merely *about* Indians. Instead he hopes that teachers using this text emphasize the same areas they would in the teaching of all literature: importance of subject and theme; form, structure and beauty.

Indian literature, as we know it today, was originally an oral tradition and half the works in this anthology reflect that tradition — tales, poetry, songs and oratory. The book is divided into six sections: tales, songs, memoirs, oratory, poetry and fiction. I have provided here suggestions for one work from each section, including study questions and activities. Again, these suggestions may be used as a discussion format, study questions, essay questions, or may be adapted for multiple choice tests or other activities.

I. *TALES*

Introduction

1. When are sacred stories told?
2. What would happen in four different tribes if sacred stories were told at the wrong time?
3. How can a storyteller change a story? What must stay the same?
4. What are the main types of Indian stories?
5. What are the common characteristics of the origin myths?

The Origin Myth of Acoma

Questions

1. Who were the first two Acoma beings?
2. What did they do in their "under the earth" life?
3. What present were they given?
4. What did they do with it?
5. How did the girls get their names and clans?
6. What are the girls told about how they were brought into the world?
7. What did they do with their corn plant?
8. How did they make mountains, trees, etc.?
9. What else was in their basket? What became of them?
10. What happened when the sisters became careless with their basket?
11. How did Nautsiti get pregnant?
12. How did they divide the contents of the basket?
13. Where did they go when they separated?
14. What happened to them?

Activities

1. Write about another tribe or culture's creation myth.
2. Compare and contrast the Acoma Origin myth with the Navajos'.
3. Compare and contrast various myths of creation from different tribes and cultures around the world.

II. *SONGS*

Introduction

1. What are some characteristics that Indian songs have in common?

Kiowa '49 Songs

Questions

1. How did the '49 songs get their name?
2. What is the pattern of the songs?
3. What are some topics of the songs?
4. Put the themes of three songs into your own words.

Activities

1. Sing one of the songs with a group.
2. Write your own song. If desired, perform it also.
3. Perform another '49 song.
4. Bring tapes or records of '49 or pow-wow songs. Talk about each one.
5. Transcribe one of the songs you listen to.
6. What is a '49er?
7. Write a journal about a memorable pow-wow, '49er or group singing experience.

III. *MEMOIRS*

Lame Deer, Seeker of Visions — by John Lame Deer and Richard Erdoes

Questions

1. Name three pranksters.
2. Describe some ways Lame Deer was a contradiction (both "benefactor" and "menace"). Define each of the two terms.
3. How did Lame Deer move back and forth in the red and white worlds?
4. Define "tepid existential angst."
5. Who was the first Lame Deer?
6. What does this phrase mean: "The government is a monster with many heads"?

7. What happened with Bear Coat Miles?
8. How did Lame Deer's gun end up in the museum?
9. What happened to his land by Rapid River?
10. Tell about Crazy Heart and Good Fox.
11. Who was Lame Deer's father? How did he get his name?
12. Write a brief character sketch of Lame Deer's father.
13. What did Lame Deer learn from his father?
14. What was remarkable about his mother?
15. Describe Lame Deer's first white man.
16. What are some of the childhood games he describes?
17. Why and how did Lame Deer pierce his sister's ears? How was he punished?
18. On page 220 there is a duck analogy. Make your own comparison.
19. Describe some of Lame Deer's school experiences.
20. What did "cante ista" mean to Lame Deer? How did his belief in this affect him?
21. What is Lame Deer's attitude toward nature?
22. What does he have to say about "power?"
23. How has modern society changed man and animal?
24. What does "sanitized" mean? How does Lame Deer use the word?
25. What does he think will happen in the future?
26. What does Pete Catches have to say?
27. Name and describe the different kinds of medicine men.
28. How did Lame Deer become a medicine man?
29. Who is a *wićaśa wakan?*
30. Who was Godfrey Chips?
31. What are Lame Deer's complaints about Christianity?
32. What are Lame Deer's last comments about power?

Activities

1. Write a short essay in which you describe how Lame Deer was raised and who was responsible for raising him.
2. Write a short essay in which you give some examples and describe Lame Deer's sense of humor.
3. Compare and contrast Lame Deer with Rolling Thunder or another medicine man you are knowledgable about.
4. Tell one of the legends Lame Deer comments upon. Research it further.
5. Make a Sioux vocabulary list from words used and translated in the selection.

IV. *ORATORY*

Introduction

1. Why was oratory an improtant part of Indian life?

Pontiac's Allegory

Questions

1. What is an allegory?
2. Why did Pontiac deliver this speech?
3. To whom did he speak?
4. What makes this speech an allegory?
5. What occurred to the Delaware Indian on his journey?
6. What advice did "the Great Spirit" give the Indian?
7. Why would this speech have impact on Pontiac's people

Activities

1. Report on other examples of Indian oratory.
2. Deliver an oration — your own or another's.

V. *POETRY*

Arizona Highways — by James Welch

Questions

1. Who is the poem about?
2. What effect does she have on the speaker of the poem?
3. What things does he think about her?
4. What condition is the speaker in?
5. How do you know?
6. Why does he decide to move on?
7. How does he describe home?
8. What (or who) is the "weathered nude?"

Activities

1. Rewrite the poem as a short story.
2. Write a poem on the theme of Arizona, home, thinking about a girl, moving on or a similar topic of your own.
3. Write a character analysis of the speaker of the poem.

VI. *FICTION*

Winter in the Blood — by James Welch

Questions

1. What do this story and its main character have in common with other Indian novels? List several examples.
2. According to the introduction, what does the title suggest about the narrator of the story?
3. Give evidence of this (of his being spiritually dead).
4. Who is the narrator of the story?
5. Who ran off?
6. What did she take?
7. Describe her.
8. What does the narrator get fom his father's toolbox?
9. What happened to the pike that had been stocked in the lake?
10. What was his father like? What were his dreams?
11. What advice does Lame Bull give?
12 How old was the narrator at the time of the flood?
13. Who is Teresa? Who was Mose?
14. How does the narrator treat his grandmother?
15. Name three things Lame Bull and Teresa did while they were gone.
16. How does the narrator spend the next day?
17. Who was Amos? Why did the other ducks drown?
18. What became of Amos?
19. What happened to the narrator's father?
20. Why does Teresa call him a derelict?
21. Why didn't he work in the rehabilitation clinic?
22. How has Lame Bull changed since marriage?
23. What work are they beginning?
24. Who is Raymond Long Knife?
25. Why did Long Knife want to quit?
26. Why did Lame Bull "sucker punch" Long Knife?

Activities

1. Write a story in which you describe the narrator's life either before or after the events in this part.
2. Write an essay in which you attempt to explain why the narrator has "winter in the blood."
3. Write from the point of view of one of the other characters in the story and explain his or her attitude toward the narrator.
4. Write several journal entries the narrator might have written.
5. Give him a name. Explain your choice.
6. Illustrate a scene from the story or draw a picture to go with the novel.
7. Write a poem called "Winter in the Blood."

SON OF OLD MAN HAT
(A Navajo Autobiography)

Reading Level 6 and Above

(Recorded by Walter Dyk. University of Nebraska Press, Lincoln, NE. 1938. ISBN No. 0-8032-5054-1.)

I have saved this book for last because the approach I recommend for using it in class is totally different from that of the other works discussed in these two volumes. That doesn't mean it is not as significant or useful as a study unit or as a book to be read for pleasure. In fact, this book is as enjoyable and delightful to read as any I have discovered. The picture it provides of Navajo life in the 1800s is vivid and meaningful. This book evokes the time and the culture more than any single work I have yet read. And the kids love it!

When I began teaching English on the Navajo Reservation, I heard about this book. It was an object of much controversy among teachers because of its frankly sexual content. For this reason, many teachers refused to deal with it as serious literature. The students, too, seemed to know exactly which pages to turn to. Indeed, when I stood before a class of 20 teenagers and said, "We are going to read 'Son of Old Man Hat,' " I wondered if I had finally "arrived" as a teacher because of the silence, the awe, the rapt attention — or were they thinking, "We are about to read a book with three pages of sex in it?" More likely they had heard that it's a "great book!"

Walter Dyk began this venture while conducting research on Navajo clans and kinship. He spent much time with people around Lukachukai in the early 1930s, and finally concentrated on one of his "informants," Left Handed, who told Dyk his entire life story through an interpreter. His story stretches over 20 years, beginning with his birth and ending with his marriage. Left Handed was born in 1868, and those students who have read *Sing Down the Moon* or another story about the Navajos' Long Walk and their stay at Fort Sumner will be able to place his birth as being just a few years after Bright Morning "came home" (see *Teaching Guide for Indian Literature Volume I*, pp. 77–84).

Each chapter in this book begins with a series of "subtitles" or phrases which afford a glimpse of what is to come. These lend themselves perfectly to rewording for oral questioning, discussion topics or essay test questions. For example, following Chapter One it is noted: "He is born before his time and is taken by his mother's older sister to live with Old Man Hat . . . Trials and tribulations . . . He has lots of fun playing with Paiute children . . . Jealousies aad quarrels." You might ask students: "Tell about Left Handed's birth. Why was he taken to live with Old Man Hat? What were his trials and tribulations? What did the children do for fun? Why was his mother jealous?" And so on, for each chapter of the novel.

The suggested activity for this book is to encourage students to produce a similar work of their own — to interview someone they know about his/her life. A series of these interviews could be compiled in a class publication — an American Indian "Foxfire" or a video production.

Test Keys

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ANSWER KEYS

(Objective sections of tests)

When the Legends Die

I

1 – i	6 – k	11 – c
2 – a	7 – e	12 – b
3 – h	8 – j	13 – p
4 – m	9 – f	14 – l
5 – g	10 – n	15 – d

II

1 – b	6 – b
2 – a	7 – a
3 – b	8 – c
4 – c	9 – a
5 – a	10 – b

Laughing Boy

I

1 – g	5 – f
2 – d	6 – b
3 – c	7 – h
4 – a	8 – e

II

9 – T	13 – T
10 – F	14 – T
11 – F	15 – F
12 – F	

III

16 – b	20 – c
17 – a	21 – a
18 – c	22 – c
19 – b	

Dancehall of the Dead

I

1 – q	8 – i	15 – d
2 – n	9 – k	16 – j
3 – c	10 – o	17 – l
4 – e	11 – b	
5 – g	12 – f	
6 – p	13 – h	
7 – a	14 – m	

II

18 – T	25 – T
19 – T	26 – F
20 – F	27 – F
21 – T	28 – F
22 – T	29 – F
23 – F	30 – F
24 – T	

III

31 – b	37 – c
32 – c	38 – b
33 – d	
34 – a	
35 – c	
36 – a	

The Man Who Killed the Deer

I

1 – e	6 – c
2 – b	7 – i
3 – f	8 – a
4 – d	9 – g
5 – h	10 – j

II

11 – F	16 – F
12 – T	17 – T
13 – F	
14 – T	
15 – T	

III

18 – a
19 – c
20 – b
21 – b
22 – c

Rolling Thunder

I

1 – b	6 – m	11 – i
2 – h	7 – k	12 – f
3 – j	8 – g	13 – l
4 – d	9 – e	14 – a
5 – c	10 – n	

II

15 – F
16 – T
17 – T
18 – T
19 – F

Yes Is Better Than No

I

1 – f	7 – o	13 – b
2 – h	8 – c	14 – j
3 – l	9 – e	15 – j
4 – a	10 – g	16 – d
5 – i	11 – n	
6 – k	12 – m	

II

17 – a	22 – a
18 – c	23 – b
19 – b	24 – c
20 – c	25 – c
21 – b	

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